DOCUMENT RESUME

ED 171 900 CE 019 972

TITLE Sociability, Democratic Responsibility, Work Ethics: Lesson Plans, 1978-1979.
INSTITUTION Vanguard Vocational Center, Fremont, Ohio.
PUB DATE [Apr 79]
NOTE 163p.; Not available in hard copy due to light and broken type in the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Codes of Ethics; *Democratic Values; Ethical Instruction; *Ethical Values; *Interpersonal Competence; *Job Skills; Junior High School Students; Secondary Education; Seniors; Skill Development; Social Behavior; Student Responsibility

ABSTRACT

Three sets of lesson plans for junior and senior grade levels are presented to develop skills in (1) functioning in the social structure, (2) developing a democratic conscience, and (3) formulating personal values of work ethics. The lesson plans are designed to be taught in logical order for developing the hobby clubs concept throughout the school year. In general, the lesson title, objectives, time required, method, and reference point or class activities are provided. There are twenty lesson plans in each set. The "sociability" lesson plans cover such topics as orientation--knowing names, meeting people--first impressions, and casual conversation--remembering names and faces. Hobby club information is also included. The "democratic responsibility" lesson plans are accompanied by twenty companion essays on topics such as "Necessity to Help Control our School Society"; "Regards for Other Peoples' Feelings and Freedoms"; and "Regard for School Property." The final set of lessons on "work ethics" examines topics such as work ethics in job housekeeping, job safety, and personal appearance. (CSS)

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VANGUARD VOCATIONAL CENTER
Sociability, Democratic Responsiblity, Work Ethics
Lesson Plans
1978-1979

U.S. DEPARTMENT OF HEALTH,
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CE 019972

SOCIABILITY

The purpose of the following lesson plans are to develop the necessary skills in a student to function in our social structure in a more effective manner now and in the future.

Each lesson plan has been developed to be a building process. The lessons are placed in a logical order for development into the continuing concept of Hobby Clubs throughout the school year. The lessons may be taught in sequences other than the order in which they are presented, although content is to be taught prior to demonstration of certain social skills.

The content of the lessons are to be taught, but the method of presentation and class activity are left to the instructor. The material covered in the lessons are factual and not open to debate. Sample class activities are given although teaching methods and techniques will vary from instructor to instructor. There is a sample activity given for the junior and senior grade levels. The goal is to meet the objectives of each lesson.

Each lesson presented has some type of observable and measurable guide to the instructor and to others. The lessons are taught in a formal manner by all instructors, but informal teaching and re-teaching is completed throughout the year on a daily basis.

VANGUARD VOCATIONAL CENTER

1977-1978 School Year

LESSON #1

SOCIABILITY

TOPIC: Orientation
Knowing Names

OBJECTIVE: All students will be introduced to the unit and reasons why it is being completed as a part of their curriculum. The student will learn the names of all their classmates.

TIME: Twenty minutes or more if needed

I. Introduction to Students

- A. Twenty minutes each lesson
- B. Twenty days in length
- C. Impact on student lives
  - 1. Future in school
  - 2. Home now
  - 3. Home in the future
  - 4. Others around student
  - 5. Fellow employees
  - 6. Any situation student encounters

II. Society

- A. Social structure
  - 1. People rely on people
  - 2. Survival of each person in society
- B. Society contributes to the individual
  - 1. Satisfaction and emotional stability
  - 2. Provide needs
  - 3. Provide wants
  - 4. Provide interaction
  - 5. Sets guidelines for the individual
- C. Individual contributes to society
  - 1. Individualism
  - 2. Special talents
  - 3. Thoughts and ideas
  - 4. Impact on the lives of others
  - 5. Input on social change

III. Reasons for Sociability

- A. Review of necessary social skills
- B. Need for employment
  - 1. Employees
  - 2. 80% of those who lose a job is inability to get along with fellow employees

C. Parents
D. Educators
E. Past student

IV. Student Goals

A. Employment
B. Happiness
C. Emotional security
D. Adulthood
E. Economic citizenship

V. Sociability Activities

A. Senior sponsored tours of building
B. Band during lunch hours
C. School-wide mixer
D. ID pictures
E. Hobby Club Activities

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Class Activity: Discussion of how society affects each individual daily. Listing on blackboard. Rotate through entire class with one response from each student.

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I. Class Society

A. Names of members
B. Class identity
C. Individual student identity

II. School Society

A. School identity
B. Unable to know everyone
C. Outside unauthorized people entering the school society
D. ID cards used by all students

III. Student's Name

A. Individual identity
B. Importance to student
C. Compliment by others to know student's name

D. Those with the same name
E. What a name can tell you

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Sample Class Activity: (Juniors and First Year Seniors)

Students will learn the names of their classmates. A rotation throughout the class requiring students to give the names of classmates is used.

ID cards will be issued in alphabetical order. Students are to alphabetize themselves to have the ID picture taken. The instructor is to be present during the ID card session and check the order of students. (Instructors are to remain with the class until all have had their pictures taken and return to class as a group.)

Sample Class Activity: (Second Year Seniors)

Gather the names of at least two students in the Junior Program or another program who they did not previously know. Have the student turn in the names to the instructor for use again in Lesson #5.

SOCIABILITY

TOPIC: Meeting People
First Impressions

OBJECTIVE: The student will be able to determine the proper techniques in making introductions.
The student will be able to write down their standards for a first impression of a person they meet.

TIME: Twenty minutes or more if needed

I. Vanguard's New Students

- A. At least fifty percent are new to the school
- B. May know those from your home school which will be a limited group
- C. Can be compared to a beginning job where few, if any, people are known
- D. Others will want to know you
- E. You will be in new situations each day
- F. Each person you meet may have some influence on your future
- G. You will have an influence on others

II. Introductions

- A. Dictated by the situation
  - 1. Formal
    - a. female first
    - b. age has preference
    - c. usually necessitates a handshake
    - d. conversation and questions
  - 2. Informal
    - a. introduce yourself to the other person
    - b. wait for others introduction
    - c. may use a handshake
      - (1) the other person's lead
      - (2) your own lead
    - d. Conversation and questioning

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Sample Class Activity: (Juniors and First Year Seniors)
Please use the sheet of paper that will be given to you and answer in your own words, as you would make each introduction. Do not put your name of the paper as we are only interested in your response. Any type of inappropriate answer would, of course, not serve you any purpose.

(Handout) You may encounter these situations, how would you make the introductions:

1. You and another person all confronted with working in close contact with one another on a job. The other person is waiting for you to handle the situation. What would you do and say?

2. You are with one of your friends and you sit down in the cafeteria across from a person you know. How will you make the introductions in order to have an enjoyable conversation?

3. You are with a person who meets another person he knows. Your friend forgets to introduce you. You finally get a chance to get into the conversation, how would you handle the situation and not embarrass either your friend or the other person?

Hand in your answers to me, as we will select a few examples of your responses. (select a response to each of the above)

Now, I'll read a response to the first situation. Is the response correct? If not, how would you handle it better in the situation?

Sample Class Activity: (Second Year Seniors)
Role playing of different situations in school with a follow-up of how the situation can be handled better.

Possible roles:

1. Cafeteria by oneself.
2. Cafeteria with a friend and another friend joins you but your friends don't know one another.
3. You are introduced to another person and then left with that person.
4. A visitor comes into a laboratory and you are the only person who is available to assist the visitor.

I. First Impressions

- A. Physical features
    - 1. Under our control
    - 2. Can be changed
- B. Lasting impressions
    - 1. Pre-conceived ideas about the person before they even speak
    - 2. Hesitation to know them from first impression
    - 3. Takes a long time to change the image but it can be accomplished
- C. Changing a First Impression
    - 1. First is an awareness of a good or poor impression (look at yourself as someone else does)
        - a. good impressions can be improved
        - b. poor impressions must be improved for any degree of success

2. A plan is developed for creating the change
    a. make the changes and evaluate the response of others
3. Revision may be needed
4. You are not the one who has the final say on a first impression

II. Skills Needed to have a Good First Impression
- A. Physical features
- B. Dress
- C. Voice Quality
- D. Handshake
- E. Response to meeting you
- F. Politeness
- G. Personality
- H. Remembered my name
- I. Other items volunteered from students

III. Handshake
- A. Types of Handshake
    1. Formal or Traditional
    2. Informal or Modern
- B. Use of types of handshakes
    1. There is a place for each
    2. Decision must be made quickly and correctly as to which to use
    3. Incorrectness can cause embarrassment and a loss to the individual
- C. Correct Formal Handshake
    1. Firm but not too firm
    2. Young women may also use a handshake
    3. Make the handshake a part of you
    4. Males normally wait for the lead from the female
    5. Do not make the handshake too short or too long in duration
- D. Correct Informal Handshake
    1. Firm but not too firm
    2. Make sure the situation is right for the use of an informal handshake
        a. when in doubt as to the use of an informal handshake, use the formal

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Sample Class Activity: (Juniors and First Year Seniors)

Divide the class into smaller groups for a demonstration. Have the group members write down their first impression of your handshake. Go through each of the groups using a differenct approach with each group but the formal handshake.

Group 1 - dead fish or cold limp handshake

Group 2 - extra firm political handshake squeezing only the students fingers in your hand

Group 3 - a good friendly, firm handshake

Collect the papers and see what the groups first impressions were. Tell the class what techniques were used with each group. Students may show the other groups what the handshake was like. The students may find they need practice with the handshakes.

Sample Class Activity: (Second Year Seniors)

What first impressions is obtained by someone observing this program. Areas are:

1. Appearance of laboratory working conditions
2. Appearance of class in lab the entire day.
3. Each class member reflects the class image.
4. Potential employers view the class and individuals the same way as fellow students.
5. Quality of work reflected in the classes appearance.
6. Students on task.
7. Student behavior.

(Instructors Note: We cannot be average or below average in order to be the best.)

A first impression usually is begun when you first look at the program and before a word is spoken.

Now take a few moments and look at this class through someone elses eyes. What type of first impression will you make on them according to the above list of standards? Write how we would rate on each of the items we listed.

Is this type of reaction you would want the person to have of you being a class member. Be honest. Could you improve any of the areas? How could you as an individual improve the overall image?

Please hand in your lists as we will discuss some of the items we have listed.

LESSON #3

SOCIABILITY

TOPIC: Casual Conversation
Remember Names and Faces

OBJECTIVE: The student will be able to use casual talk in order to find out certain items about a person.
The student will be able to remember the names of two people.

TIME: Twenty minutes or more if needed

I. Casual Conversation
  A. Fact finding conversation
    1. used to find out about another individual
    2. used by them to find out about us
    3. opinions are made as the fact finding process continues
  B. Casual Conversation Impact
    1. groundwork for liking the person
    2. like thinking on matters
    3. tells another person you are interested in them
    4. tells the other person you genuinely are sincere about them
  C. Elements of Casual Conversation
    1. don't always talk about yourself
    2. ask the other person questions
    3. some may be repetition if you have a lot in common
    4. know enough about yourself to answer questions asked of you
    5. remember some element of the conversation to use in the parting
      a. this shows the person you were interested in them
      b. you should make a sincere effort to remember the person

II. Areas to Avoid in Casual Conversation
  A. Things there may be no clear answer to.
    1. Religion
    2. Politics
    3. Philosophies
  B. Items that may prove embarrassing
    1. other people's bad points
      a. they may be best friends
    2. debate serves only the purpose of debate with no definite solution
  C. The conversation should not become one-sided

Sample Class Activity: (Juniors and First Year Seniors)

Listing of potential questions for casual conversation to give guides for future reference. A start of the list:

1. Where are you from? Have you always lived there? I've never been there, what's it like?, etc.
2. What hobbies do you have? I do too! What do you think of . . . .?

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Sample Class Activity: (Second Year Seniors)

The names from Lesson #2 are passed back to the student after recalling the two names. (Retention ability.) They are to contact the two students again and find out through casual conversation their astrological sign by birthdate.

(Submit to instructor. Instructor can check with junior instructor for birthdate on any form a junior student has submitted requesting date of birth).

- -

I. Remember Names
   A. Some have a difficult time remembering names.
   B. Tips that can be of help in remembering a name:
      1. get the name clearly
      2. repeat the name immediately after the introduction
      3. see whether or not the name has a meaning in itself
      4. if it has no meaning, find an appropriate substitute
      5. repeat the name several times during the conversation or to yourself
      6. write the name down after leaving the person
   C. Practice and being aware that you have difficulty remembering names is helpful.

II. Remembering Faces and a Name
   A. Some have no problem remembering a name but can't put it with the fact of the person.
   B. Tips that can be of helpful in remembering a face:
      1. Remember the shape of the face and associate with the name.
      2. Remember some distinguishing feature about the person.
      3. Remember an outstanding characteristic.
      4. Remember something in their speech or voice.
      5. Don't remember anything that could change rapidly, like clothing. (It helps if you exaggerate the thing you are most likely to remember).

III. Why Remember a Name
   A. One of the biggest compliments you can pay or be paid.
   B. Embarrassment can be very bad when you forget a name.

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Sample Class Activity: (Juniors and First Year Seniors)

Have three students from any other class come into class and give their names, stay very briefly, and leave. Ask the students to write down at least two of the three names. Have the three come back into the class and have your students give their names.

Sample Class Activity: (Second Year Seniors)

Take a magazine and cut out several pictures and attach some name to each. The student is to remember the fact and name of the individual. This point may be emphasized with TV stars who have a name the students may not know except by the alias. Faces students might know but not the names could also be used.

LESSON #4

SOCIABILITY

TOPIC: Listening

OBJECTIVE: The student will be able to listen to someone and report the results.

TIME: Twenty minutes or more if needed

"No one can develop freely in this world and find a full life without feeling understood by at least one person."

I. You as the Speaker
   A. Want to be heard
      1. You must have something worth saying or you wouldn't want to say it
         a. this sometimes is a mistake all people make
      2. Importance to you must be importance to others as well

II. You as a Listener
   A. Must hear, really hear
      1. A good listener hears the words and the meanings, not just words
      2. Must concentrate in order to understand
      3. Can learn from others daily by truly listening
      4. Must not tune out what is important to the other person
      5. Falsehoods can be accepted if a person does not truly listen

III. Other People as Speakers
   A. Tell us about themselves as they speak
   B. Are constantly changing in what they:
      Think
      Judge
      Feel
      Desire
      Value
      Honor
      Esteem
      Hope For
      Hate
      Fear
      Love
      Believe In
      And are committed to
   C. If we want or need to know the person we must listen

IV. Communications
   A. Complete attention is a must
      1. Not only to words
      2. Not only to meanings
      3. Also from physical cues

    4. Also from past experiences
    5. Allowing the person to be proven right about what it said

B. Two way street for communications
    1. Testing is the answer for obtaining the same meaning

C. Words certainly have more than one meaning
    1. We can be mis-interpreted and misunderstood
    2. Wording must not allow for misunderstanding

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Sample Class Activity: (Juniors and First Year Seniors)

Most of our friends and even acquaintances are honest with us for the most part and as we listen to them we can learn the true facts about them. If we interpret from our listening improperly we are at fault for mis-judging the person.

Pick something a person well known, like a close friend or parent, that dislikes a certain behavior and write it on a piece of paper. Collect the papers and select one and why they have that dislike.

Example: Parents hate for me to come in late.

Instructor discussion: The behavior is hated but through good listening techniques you find concern and love.

Sample Class Activity: (Second Year Seniors)

Select several words or sentences that can easily be misinterpreted by students. Have them respond to what meaning is associated with what was said. They explain what was really meant by the word or sentence. Example: "Do I turn left at the next street?" "Right."

LESSON #5

SOCIABILITY

TOPIC: Review for Mixer

OBJECTIVE: The student will hear the highlights of the discussions and skills learned in preparation for the school-wide mixer.

TIME: Twenty minutes

(Review the main points of the previous sociability lessons. Cover and check the skills that will be used. This is a polishing session. Use some role-playing of introductions of different types to check their skills, etc. Work on any weak areas identified by the instructor. If any assistance is needed, get it now.)

SOCIABILITY

TOPIC: Mixer
(use schedule supplied as to date, time, and place)

OBJECTIVE: The student will be able to demonstrate those social skills developed in the previous lessons.

TIME: Forty minutes

The third annual mixer will be held in the cafeteria. Punch and cookies will be served. All students will attend. There are some guidelines as there would be at any gathering.

1. All will be in the designated areas of cafeteria and court yards.
2. No one is to leave the area.
3. The same rules of conduct in the student handbook will be followed.
4. Use your skills that we have covered in the last few classes. You'll have a good time.
5. Mingle, you may have to help some of the people to get involved.
6. When the mixer has concluded report back to class promptly.
7. Remember there will be other people in class, so loudness could become a problem. If each talks in a low voice everyone can hear.
8. Use judgment in eating and the beverage. It is not breakfast, lunch or dinner.
9. Last year's mixer was a real success, let's see if we can't make this year's even better.
10. The multi-purpose room equipment will not be available during the mixer.

SOCIABILITY

TOPIC: Grooming and Hygiene

OBJECTIVE: The student will be well groomed and use proper hygiene practices.

I. Grooming

- A. Need for good grooming
  - 1. First impressions
  - 2. Interviews and employment
  - 3. Better acceptance by others
  - 4. Self-concept improvement
  - 5. Look good you feel good
- B. Dress
  - 1. Neat and clean (not always new)
  - 2. Society acceptable dress
  - 3. Employment acceptable dress
  - 4. Fads on dress are not set by society but by designers to sell clothing.
  - 5. Traditional clothing can be used in almost any situation as opposed to fads
  - 6. Proper dress for different activities and involvement
    - a. labs dress may be different than related and academic
    - b. social activities difference than school in some cases
    - c. people you are with dictates the dress
  - 7. Plan your dress ahead of time
- C. Hygiene
  - 1. Cleanliness
    - a. bathe often
    - b. hair neat and clean
    - c. use products to help stay clean
    - d. take care of your teeth to prevent decay through regular brushing
  - 2. Failure to use good hygiene
    - a. others will be offended but may not say anything
    - b. others will see no reason for not practicing good hygiene
- D. Self-evaluation
  - 1. To evaluate effectiveness of preparation for the day
  - 2. You are one of the judges but there will be more throughout the day
  - 3. Take a close look at yourself before you begin the day

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Sample Class Activity: (Juniors and First Year Seniors)

Write down a step by step list with time schedule of how you prepare for the day. How you select your dress for the day and what you do to be neat and clean.

Have the students submit the list and look through them. A list should have elements that would be complete enough and enough time to do a good job of grooming.

Tips for being neat and clean:
1. Allow adequate time to prepare for the day.
2. Plan your wardrobe the night before.
3. Purchases of clothing should have thought of how and where they may be worn.
4. Personal hygiene products don't always work for all the family members the same.
5. It is a proven fact that people who look good are much more likely to feel good about themselves which makes others feel good about them too.

Sample Class Activity: (Second Year Seniors)

Begin working on developing a wardrobe for future use. New opportunities and experiences will be occuring very soon. Have the students prepare a list of clothes and procedure they would use in preparation for a job interview. The students must recall the preceeding lessons and apply them to the job interview.

Evaluate the list and make suggestions on how to improve or items that were overlooked.

SOCIABILITY

TOPIC: Self-discipline

OBJECTIVE: The student will write a case where self-discipline was not used.

TIME: Twenty minutes

I. Using Self-Discipline
    A. Knowing right from wrong
        1. Most find out by asking or searching the answer before doing something
        2. Society has set many rules and regulations which are to be abided
        3. Many of the consequences of not self-disciplining are set and we know the consequences
        4. Some consequences are not known before a decision is made
    B. Must use self-discipline
        1. When there is no self-discipline the person is allowing others to control
        2. Others controlling leads to suffering the consequences
        3. Going against the rules leads to consequences we would not want
        4. Anytime a choice is to be made, self-discipline is called upon to make the decision
        5. 100% self-discipline is what all society seeks

II. What Society Expects
    A. Think before acting
        1. The fast thought processing of information known before a decision is made
        2. Knowing the facts before making a decision
        3. Selecting the correct alternative in the eyes of society
    B. Making a wrong self-discipline decision
        1. Consequences are always not what is wanted
        2. Severity of consequences are different according to the wrongness of self-discipline
        3. Some consequences have been specifically identified by society with what can occur to correct a lack of self-discipline

III. Control of Self-Discipline
    A. Know the laws
        1. Society made ones
        2. Physical laws

    3. Theological laws
    4. Personal ideas of people around you
B. Make good decisions
C. Be prepared if the wrong decision is made
D. Great majority of people use self-discipline effectively

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Sample Class Activity: (Juniors and First Year Seniors)

Decision making through a self-discipline quiz. Students make decisions on examples given by instructor and aftermath of decision.

Examples:

A. I'm in a hurry. I can beat the approaching truck. Do you go? (Going meant severe damage to the spinal column and a wheel chair instead of a car to drive.)

B. I'm going to tell my foreman exactly what I think about company policy on promotions and he won't like it. (Others move up in the company into better positions but your assignment remains the same.)

C. I'm going out tonight whether the folks want me to or not! (A month of not going out of the house.)

We must evaluate the situation before a decision is made. Self-discipline and another approach may get you further ahead. Discuss other approaches to the above situations, where the consequences are not as severe and how the procedure would be handled through self-discipline.

Sample Class Activity: (Second Year Senior)

What affect do you have on others self-discipline? Can you help them in not suffering the same consequences because of a lack of self-discipline? How is this to be accomplished?

Situation: When have you suffered consequences that were not favorable. Give the background and how you would prevent someone else from not having the same thing happen to them or to yourself again.

Write out the situation and submit the papers.

SOCIABILITY

TOPIC: Class Tours

OBJECTIVE: The juniors will be taken on a tour of the school by a senior student.

TIME: Twenty minutes

(Instructor coordination of this activity is imperative as to not disrupt other classes. It need not be completed on the same day as everyone else as movement can be a problem. There are not instructor assignments made as to what class is to host another class.)

Planning by the senior class is the secret to a well planned tour. Information which may prove helpful:

1. Floor plans are available through the office of the school.
2. Seniors must be well acquainted with the facility and programs.
3. Don't disturb classes in related or academic rooms.
4. Keep the students moving through the building.
5. There should be no noise in the halls while on tour. Small groups are best, such as one senior to one junior or one senior to two juniors with staggered starts through the school.
6. A time limit for the tour should be given.
7. Have the seniors review the previous lessons which can be used for this activity.
8. Instructors should spot check the students throughout the building during the tours.
9. Leave someone in your own laboratory for any other tours who may be doing the same activity.

Junior instructors and first year Seniors - Review preceeding lessons in order to demonstrate the lessons while on tour with senior members.

SOCIABILITY

TOPIC: Self-Knowledge

OBJECTIVE: The student will rate himself or herself on a scale of 1 - 10.

TIME: Twenty minutes

I. Knowing Ourselves
   A. You must know yourself
   B. You must understand yourself
   C. In order for others to know you as a person there must be a self-knowledge

II. Our Strengths
   A. All have strengths in themselves
      1. Without a self-evaluation of ourselves we may overlook some strengths
      2. Others may be a help in seeing these strengths
      3. We should like what we see in ourselves
      4. We should find happiness within ourselves

III. Our Weaknesses
   A. All have weaknesses
      1. These weaknesses are correctable
      2. In order to be corrected they must be known to ourselves
      3. Cannot overlook the weaknesses because others do not always do this
      4. Must be an answer or solution to each weakness for improvement

IV. Status-Quo Person
   A. Those who do not want to change
      1. Identified a weakness to be improved already
      2. Are changing even though they may not want to
      3. Work hard on developing a balance between strengths and weaknesses which leads nowhere
      4. Will be left behind quickly if change does not occur

V. Changing Person
   A. Alive and Functioning
   B. On a human continuum
   C. Self-evaluating periodically for betterment of themselves

D. Accept not being perfect but willing to be better
E. Those who others see as having an individual identity

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Sample Class Activity: (Juniors and First Year Seniors)

On a scale of one the lowest and ten the highest; rating human beings as you know them; rate yourself. To help rate yourself, close your eyes and watch yourself. You are coming out of a door and meeting with a group of people you know. Watch and listen to yourself. Watch your typical reaction when someone asks you a favor, when they pay you a compliment, when you're criticized, and when the group laughs at you. Open your eyes and now answer the following questions on a sheet of paper:

1. Do you like or dislike the person you've been watching?
2. How did he compare to the others in the group.
3. Do you feel sorry for him in some ways?
4. Are there any questions you would like to ask him?
5. Would you like him for a friend?
6. Did the others understand him? and was he liked or disliked?

Now rate yourself from 1- 10. Refer to your response of #1, "do you like or dislike the person you've been watching?" If you like him answer the following question: I like myself but feel embarrassed to acknowledge it because . . . if you dislike the person, why? What would you do to change what you didn't like?

(Collect the papers and look them over. Responses can be discussed but don't select one that could be a particular person. Most comments can be made into a general problem which can be changed.)

Sample Class Activity: (Second Year Seniors)

The strengths in which you look for in a person you would like to have for a friend (make sure they are strengths). Rank them in order of importance to you and what you expect from the person in each strength. Now, rate yourself on each of the strengths. Any areas needing improvement? Your responses should match what you expect from others.

LESSON #11

SOCIABILITY

TOPIC: Fear vs. Confidence

OBJECTIVE: The student will discuss the fear of people in being in a social gathering, which may or may not leave after years of using the skills.

TIME: Twenty minutes

I. Fear
   A. Usually because of lack of knowledge
   B. Because of no or little experiences to draw from
   C. The unknown element of the situation
   D. All sense fear at times when in new situations
   E. Running away from situations which could be fearful
      1. Fear creates more fear
      2. No constructive correction from the running
   F. Use of fear can turn it into confidence
      1. Practice and head-on confrontation creates confidence
      2. Takes more than one good experience against fear to be successful
      3. A small amount of fear treated as respect will show you the way to be more successful
      4. A knowledge of what you are fearful of creates less fear
   G. Fear in others
      1. Others are fearful of many of the same things as we are
      2. We may have to take the lead in many items in order for them to be accomplished
      3. Can be identified in others by close observation
         a. facial expression
         b. speech
         c. nervousness

II. Confidence
   A. Developed
      1. through successful situations
      2. through continued practice in similar situations
      3. the realization of fear can be of help in developing confidence in yourself
      4. if you deliberately move cautiously through the situation there will be less chance of mistakes
      5. not attempting to overcome fear of new situations serves no constructive purpose
   B. Identification of confidence
      1. those who become the leader
      2. make an attempt to make introductions and make conversation

TOPIC: Sel[illegible]nowledge

STRENGTHS I LOOK FOR IN A PERSON	ORDER OF IMPORTANCE	WHAT I EXPECTED FOR EACH OF THE AREAS	HOW I WOULD RATE ON E

3. show a certain amount of outgoing personality
4. the timid person can also show some outgoing personality in these situations
5. act as if it is really known how to handle the situation
6. make the other person feel at ease in the situation

****

Sample Class Activity: (Juniors and First Year Seniors)
Reading emotion in another person's expressions and actions. As we talk there are signs of emotion in the person's eyes, facial expression, tone of voice, and other actions.

A list of some emotions that can be read are:
- fear
- happiness
- grief
- apathy
- disappointment
- love
- understanding
- sympathy
- disgust
- boredom
- anger
- joy

and the list could go on with others.

Read the expressions of the following people. (Pick out two or three people and ask them a question about the class. Ask questions with varying difficulty and students who will react differently when called upon.)

Then as a group they will guess the mood or emotion the instructor is in from expressions and discussion. Find out how the student would react to this type of person.

Sample Class Activity: (Second Year Seniors)
Dealing with one type of fear and an instructor's analysis of the fear.

Example: Fear of not being accepted by someone you want to be accepted by.

Evaluation of fear:
1. person reads fear and uses it against you
2. fear is transferred to the other person which they run away from
3. overly impress them by being overly outgoing, etc.

SOCIABILITY

TOPIC: Words Can Hurt

OBJECTIVE: The student will be able to write or role play a situation where someone was or is hurt with words.

TIME: Twenty minutes

I. Word Power
  A. Words can have tremendous impact on each person
    1. Words have started wars and hatred
    2. Words have caused peace and love
  B. Power of the Media
    1. Hear of this daily in how facts are reported to us
      a. may be swayed by the author
      b. impress us with the written word
    2. News is not always just report the facts but interpretation of the facts
  C. Each person has word power that you meet and know
    1. this word power can be good or bad
    2. word power is entrusted to each
    3. some use word power effectively
    4. some abuse their word power

II. Word Power in Verbal Conflict
  A. Takes two people to have verbal conflict
  B. Both suffer pain and hurt from the conflict
  C. By-standers take sides which may have supported both before the verbal conflict began
    1. both consequently lose support from those who they may have tried to win over
  D. Since two are needed to have verbal conflict one person refraining from the potential conflict the one who begins loses more than the one who refrains
  E. The verbal conflict may subside but the scars remain
    1. grudges begin
    2. slow healing the wounds that have been opened
    3. may not be resolved for long periods of time

III. Prevent Verbal Conflict
  A. Since both lose, there is little value in the verbal conflict to begin with
  B. A lower voice can calm another person who is set on verbal conflict
    1. can be upsetting to the person who is attempting to set-up a yelling verbal conflict
    2. They may win if they set the game rules

C. Keeping ones composure and temper can allow clear thinking in the situation
  1. while the other person has lost self-discipline you are in control
  2. attention of a nature that is similar to "what's wrong with him or her" is produced
  3. the other person now will have a difficult time explaining this unusual behavior

D. Show as little resentment either verbal or in your expression as possible

E. Do not add fuel to the heated debate
  1. do not lower yourself to tactics used by the other person do not use name calling

F. Never allow the debate to lead into a physical battle

****

Sample Class Activity: (Juniors and First Year Seniors)

Give a situation where you've known someone to have a verbal battle, explain the circumstances and give the outcome. Make up names for the people. We'll discuss if anyone won and more importantly how the whole thing could have been prevented.

Sample Class Activity: (Second Year Seniors)

Role play different situations of situations a student could be involved in. Student groups can give several situations before the presentation. The instructor can also establish situations and demonstrate how to tactfully get out of a verbal battle.

LESSON #13

SOCIABILITY

TOPIC: Say Something Good

[illegible]ECTIVE: The student will write a situation when saying something good created benefits for someone.

TIME: Twenty minutes (over two days)

The old saying "If you don't have something good to say, don't say anything" still holds alot of weight today.

I. Positive approaches used daily
   A. Good morning
      1. seems like a simple greeting
      2. shows the need for a positive outlook on the day
      3. want a good day and not a bad day
   B. People have a positive approach until something changes that attitude
      1. some people can go through the day without changing their attitude
      2. some people change their outlook at the point of getting up in the morning
   C. After a negative attitude is developed something positive changes them again
      1. each of us can help create the positive approach to those around us
      2. people give us positive gestures to keep us positive
      3. it's our responsibility to pass the positive gestures along

II. Our Role in Being Positive
   A. All are able to be positive to others
      1. each day there are times when something good can be said to someone
      2. two people are happier after something good is said
         a. the person who gets the something good said to them
         b. the person who says something good sees what it can do to the other person
   B. When something good is said it must be sincere and not fake
      1. only things that are believed to be true are sincere
      2. there are good things happening all the time but many are overlooked or taken for granted

III. Those who attain needed attention
   A. Majority of people attain attention through those things which others see as good
      1. doing the right things within the guidelines of society
      2. say good things about others
      3. accepted and desired to be with by others

B. Some people are happy when they are unhappy
    1. seek other unhappy people
    2. happy people do not associate well with them because they see the unhappiness
    3. may not know why they are unhappy if asked

C. Those who get attention by unacceptable actions
    1. have not developed the skills to receive attention
    2. easy to get into trouble for attention purposes
    3. receive attention in trade for unhappiness
    4. usually work very hard to receive attention consistently by this method
    5. rejected by others or continually pushed into more bad situations by others

IV. Changing the Environment

A. Ability to change the atmosphere around us
    1. takes a small amount of effort
    2. takes time for the change to take place
    3. some immediate rewards from saying something good

****

Sample Class Activity: (Juniors and Seniors)

What could you do to change your image only slightly for the better through saying something good? Who are you going to say the good thing to. Write it on the paper twice, tear it in two pieces. I want one piece and you keep the other one. I want you to try what you write down today or tomorrow before class and see if saying something good works.

(Follow-up: Look over the slips of paper before the students leave to make sure all take the assignment as a challenge. The next day under the statement they have, they should write the results of the experiment and turn them in.)

LESSON #14

SOCIABILITY

TOPIC: Understanding

OBJECTIVE: The student will discuss the theory of understanding and may complete a questionnaire on teacher evaluation.

TIME: Twenty minutes

I. What understanding is
   A. to group the meaning of
   B. to group the reasonableness of
   C. to be tolerant
   D. to be sympathetic
   E. to be forgiving

II. How understanding must be used
   A. Those around us give us information continually
      1. we evaluate the information
      2. make small decisions about the information
      3. have insight into the information
   B. We make a final decision of whether we understand
      1. react in some way to the other person through our interpretated understanding
      2. Can find that we really misunderstood or came away with the wrong ideas

III. Saying there is understanding when there is none
   A. Can lead to additional problems
      1. Get behind in the process and be lost in the true reasoning
   B. Can in some cases be better to accept if you do not understand
      1. Can lead you to investigate further and gather more facts

IV. Examples of not understanding
   A. Parent asked a question like "can I use the car tonight."

      Answer "No." Later a friend wants you to drive over to their house. You take the car and go. Upon return to home you find your father had to pick-up an important item at a store but had no car. Problem - you did not understnad the word "no."
   B. A person in class always reacts negatively to any change that takes place in class. You believe the person is just always negative. Do you understand the person? Maybe not unless you know the true reason for the poor acceptance of change. (A lack of security in himself may be a contributor to his negative feelings). The person may have negative feelings

but it in the end does not prevent the change from occuring.

V. Each person has different degrees of understanding
   A. Because of a variety of backgrounds and experiences
   B. All must have partial understanding of their failures will be continuous in all tried
   C. Self-understanding is necessary as well as understanding others
   D. Our understanding of things change continually as we grow as a person
   E. The more experience we have in different situations the more understanding is developed.

****

Sample Class Activity: (Juniors and First Year Seniors)
To understand you more fully, as your instructor, we have a short questionnaire. Put a T or an F in the blank, don't put your name on the sheet.

(Handout: Interesting for instructors. "Relations with my teachers" - you might want to discuss the results.)

Sample Class Activity: (Second Year Seniors)
Give the students various situations that understanding would be necessary and have them respond to them in writing or verbally. Show them how their interpretations of understanding differ but the results may be the same.

True
or
False **Positive**

— I respect most of my teachers for their knowledge and competence in their subject area.

— When I do not understand anything, I find it easy to discuss the problem with most of my teachers.

— When I have been reprimanded in class, more often than not, I feel I was at least partially at fault.

— Most of the teachers I have are really interested in helping me learn.

— Most of my teachers respond positively when I show a real interest in trying to explore more deeply into the subject area.

True
or
False **Negative**

— I feel that many of my teachers are either poorly prepared in their subject or are incompetent in their conduct of their classes.

— I have been rebuffed so often when I have tried to explore with teachers some point of misunderstanding that I have given up trying.

— I resent the way many of my teachers embarrass me in class, either by calling me down for some unimportant act, or showing up my poor preparation.

— All my teachers seem to be interested in is having me do some senseless assignment.

— Sometimes it seems the harder I try, the less interest the teacher shows in what I am doing.

— I feel that most of my teachers insist on my learning disciplined study because they know its value from their own experience.

— The teacher I like best is the one that causes me to want to do my work, and gives me both freedom to do it, and places upon me the responsibility to do it.

— I feel that most of my teachers are fair or try to be fair in the evaluation of my work

— I enjoy talking with many of my teachers as adults outside the class situation.

— I feel my best teachers are the kind of persons I would like to be.

— I think I like a teacher that helps the class work together in and at learning tasks.

— I'd feel better al
work my teacher
from me if I coul
she was working
herself.

— The teacher I lil
is the one who g
directives, shar
defined assignm
keeps the press
me to get them d

— I feel that some
teachers are arbi
not downright un
their grading of
— I would not know
say to most of m
outside of the cl
— Not many of my t
are persons I'd l
model my life aft
— I like a teacher v
knows his subjec
knows how to get
across to his cla

SOCIABILITY

TOPIC: Appropriate Behavior

OBJECTIVE: The student will be told what is appropriate and inappropriate behavior.

TIME: Twenty minutes

I. Appropriate behavior in different situations
  A. Each situation may call for adjustments in behavior in order to be appropriate
  B. In each situation we find ourselves we are expected to demonstrate appropriate behavior
  C. From experience and from other experiences we find what is appropriate behavior
  D. Some appropriate behaviors are in written form for our reference and use
  E. No matter the time of day or the place we are, there must be appropriate behavior

II. People react to behavior
  A. Appropriate behavior reflects on the individual and the group
    1. People might say, "That is a good organization" reflecting on the total group
  B. Improper behavior also reflects on the individual and the group
    1. People have been heard to say "The youth of today have gone bad" reflecting the minority on the total group
  C. Society and Appropriate Behavior
    1. Society has produced laws to tell appropriate and inappropriate behavior
    2. Society also has established unwritten laws of appropriate behavior
  D. Society and individuals have methods of dealing with behavior
    1. Poor behavior
      a. punishment by some method
    2. Good behavior
      a. rewarded by some method

III. Changing places with others
  A. Placing yourself in the other persons place, makes things look different
  Example 1: Demonstrate respect for someone by doing something nice for them. Help clean up the table after dinner without being told to do it. Reaction: Possible shock, questioning, and then appreciation.

Example 2: Told to clean up the dinner table. Reaction: "What for?" At this point the dishes will be secondary and of prime importance is a play for authority. Once the battle is over, one has lost and the other has lost something also.

Point: If in the other persons place we would probably prefer example 1 occuring and not having example 2 occur.

B. Other examples may be needed.

****

Sample Class Activity: (Juniors and First Year Seniors)

Items of inappropriate behavior - develop a list of items unacceptable to others, which are to be avoided. Example list:

1. Cussing and swearing in public
2. Putting someone down
3. Verbal attacks
4. Making fun of someone
5. Not respecting others ideas and beliefs
6. Infringing on others rights
7. Being physically forceful with another
8. Cheating
9. Trying to change my beliefs when I don't want to
10. Telling a lie or living a lie
11. Making me look bad when I haven't been
12. Saying things behind my back
13. Breaking a written law
14. Etc.

Sample Class Activity: (Second Year Seniors)

Reversing places with another and how students would react.

Sample 1: You dent a car opening the door of your car. What action would you take? Write the response down.

Reverse: You come to your car and find it dented with no idea of who did it. What is your reaction?

Sample 2: You lose a book that the entire class has purchased. What would you do?

Reverse: You have your book come up missing when you know it was with your other books at the beginning of class. What is your reaction?

Collect the papers and evaluate the response. Some may be different responses to the sample and the reversed situation.

To use appropriate behavior is always the best and least painful method of handling the situation.

LESSON #16

SOCIABILITY

TOPIC: A Role

OBJECTIVE: The student will be aware of various roles they play in their everyday life and future ones they will assume in the coming years.

TIME: Twenty minutes

I. Each individual assumes various roles

- A. Role is defined as a function assumed by someone
  - 1. In this definition
    - a. type of job performed
    - b. takes work to be accomplished
  - 2. Each role takes different reactions

II. Some types of roles used daily by student

- A. Student
  - 1. demands certain things
  - 2. a good job shows through academic achievement and future entry-level employment
- B. Son or daughter to parents
  - 1. demands other things
  - 2. adjustment of actions to this role
- C. Friend
  - 1. demands yet other things
  - 2. adjustment of actions to this role
- D. Worker
  - 1. assume other things in this role
  - 2. demands other traits
- E. All constructive roles
  - 1. need not compromise beliefs and values established by society in any role established as constructive

III. Undesirable Roles in Society

- A. Lazy and uncaring
  - 1. Definition is still true
    - a. type of job performed
    - b. takes work to be accomplished
  - 2. Works very hard at this role
    - a. reassures himself throughout the day of his role
    - b. people pressure him to be more productive and care about himself
    - c. must constantly defend himself against change
  - 3. If truly lazy and uncaring this person would not work so hard at the role
    - a. would not battle against change but give in to others consistently

4. Change could create enjoyment and less work if he was to change roles

****

Sample Class Activity: (Juniors and First Year Seniors)

Answer the following questions and write the answer on a piece of paper.

- What is your role as a student at Vanguard Vocational Center?

Submit the responses.

Sample Class Activity: (Second Year Seniors)

The following question is to answered with thought and details completed if you have an idea of how to accomplish your answer.

- What roles will you want to assume the first year after graduation and how are you going to accomplish these goals?

Submit the responses.

LESSON #17

SOCIABILITY

TOPIC: Roles to Nowhere

OBJECTIVE: The student will discuss the roles accepted by others which lead nowhere.

TIME: Twenty minutes

I. Accepted and defended
   A. Person has a need to accept and defend role they are playing
      1. without acceptance the role would be discontinued
      2. silence by others may be interpreted as acceptance
      3. the person tries to rationalize the role in their own mind

II. What roles are that lead nowhere
   A. Roles that are known to be distructive to the person who plays the role
   B. Roles that lead the person to the lowest point in themselves
   C. The person they are trying to impress is themselves and by the time they realize their mistake it may be too late
   D. The outcome of these roles are known before they are entered into

III. Roles that lead nowhere
   A. Drug user
   B. Alcohol abuser
   C. Smoker
   D. Thief
   E. Sexist
   F. Joker
   G. List can be added to

IV. How to prevent these roles that lead nowhere
   A. Don't get yourself involved to begin with
   B. Be aware of where the people who have or are about to, make the error are heading; downward
   C. Really see what these roles can produce that affect you in a negative way
   D. Really see the outcome of the other persons suffering (remebe they may not see it that way)
   E. The roles can become primary in their life and overlook or do other roles poorly because of their role nowhere being in the way
   F. They may want to drag you down with them as a natural reaction of the drowning person

V. How to help someone who has assumed a role to nowhere

   A. Society does not give up on people who have assumed these roles
   B. Help is provided for the person who decides to get out of the role
   C. Invididuals can also have impact on the person who has associated themselves with such a role
   D. The person who has assumed a role may not be able to quit playing the role without some additional help
   E. If there is no reinforcement from those around the person, they may evaluate themselves again

****

Sample Class Activity: (Junior and First Year Seniors)
(Second Year Seniors)

If you knew someone who had assumed a role nowhere, how would you assist them in getting back into acceptable roles?

(Submit the papers to the instructor)

SOCIABILITY

TOPIC: Roles to Somewhere

OBJECTIVE: The student will be introduced to the Hobby Club concept and what is to be learned from participating.

TIME: Twenty minutes or more if needed

I. Purpose of Hobby Clubs
  1. To aid in the total education of all students attending Vanguard Vocational Center.
  2. To promote activities which will cause students to develop an affinity to the school and fellow students.
  3. To develop skills from attending the Hobby Club Activities.
  4. To have relevant Hobby Club instruction prior and/or during the Hobby Club Activity.
  5. To develop social skills, personal adjustment, citizenship, self-discipline, and confidence in their ability to adjust to society.
  6. To develop leadership skills in students by developing a successful activity.
  7. To promote interaction between students by developing a successful activity.
  8. To provide a variety of hobbies and expand the experiences of students in acceptable hobby activities for use throughout life.
  9. To practice the skills learned from the unit on Sociability and Democratice Responsibility.
  10. Are an integral part of the total school curriculum.

II. The Hobby Club and Vocational Club
  A. The vocational club will be the instrument to accomplish Hobby Clubs.
  B. Each program has a Vocational Club
  C. Class members will participate in and make the arrangements necessary for Hobby Clubs.
  D. We can budget money for the various Hobby Club Activities from our club account.
  E. Each Hobby Club Activity will be a learning experience.

III. Introduction of First Activity
  A. Inform students of what first activity will be (refer to procedures on Hobby Clubs on what activities can be completed. Have your activity approved through the procedure before announcing the activity to your students.)

IV. The importance of Hobby Club Concepts

A. Your work will take up only 40 hours per week
  1. What you do with the rest of your hours will be as important as your work hours to you as a person
  2. You can learn new things that you will use in years to come.
  3. You may not think you'll use the information or ever do an activity again.
    a. We all said that at one time or another, but are also proved wrong sometime.

(Note to Instructors) Review the Hobby Club Procedures before introducing this lesson.

LESSON #19

SOCIABILITY

TOPIC: Preliminary Arrangements for Hobby Club

OBJECTIVE: The student will be a part of the detailed planning and establishment of the Hobby Club Activity.

TIME: Twenty minutes or longer if needed

I. Introduction of what needs to be done for a successful Hobby Club Activity

CLASS ACTIVITY: Meeting (Instructor is chairperson for the meeting)

1. Make assignments to committess for making arrangements. Get all students involved somehow. Committees will need assistance.
2. Student committees may report back on suggestions they have developed.
3. Give deadlines for items to be completed by committees.
4. Have the committee chairman report to instructor on completion of their segment.
5. Begin the teaching process to meet the objectives of the Hobby Club Activity. (This will be a continuing process.)

SOCIABILITY

TOPIC: Review for Hobby Club Day
(complete on date indicated on Hobby Club Lesson Plan)

OBJECTIVE: The student will be prepared for the first Hobby Club Activity Day

TIME: Twenty minutes or more if needed

I. Review of Rules
- A. The need for rules for any activity formal or informal
  - 1. So everyone knows prior to the activity
  - 2. School Student Handbook is in effect because this is a school sponsored activity.
  - 3. Safety is of prime importance
    - a. Cover any specific safety rules for activity
  - 4. Attendance is a privilege and can be taken away for any individual or group.
  - 5. Questions from students, if any.
    - a. get answers if there is a doubtful item

II. Review of mechanics of activity
- A. Give details from lesson plan about the activity
- B. Give last check on specific details that students were to accomplish

HOBBY CLUB CONCEPT AND PROCEDURES

AS REVISED 1977-1978

The Hobby Club Concept has been in use for several years. As in any worthwhile instruction it must be improved upon each year.

The following material gives the instructor information pertaining to the successful completion of Hobby Clubs as a part of each class.

The Hobby Club is an extension of each program and each academic class. This gives the instructor the control necessary to accomplish the objectives of the Hobby Clubs. The instructor should select activities which meet one or more of the following objectives:

1. To aid in the total education of all students attending Vanguard Vocational Center.
2. To promote activities which will cause students to develop an affinity to the school and fellow students.
3. To develop skills from attending the Hobby Club Activities.
4. To have relevant Hobby Club instruction prior and/or during the Hobby Club Activity.
5. To develop social skills, personal adjustment, citizenship, self-discipline, and confidence in their ability to adjust to society.
6. To develop leadership skills in students by developing a successful activity.
7. To promote interaction between students across all areas of the school.
8. To provide a veriety of hobbies and expand the experiences of students in acceptable hobby activities for use throughout life.
9. To practice the skills learned from the unit on Sociability and Democratic Responsibility.
10. Are an integral part of the total school curriculum.

The areas that selections for a Hobby Club Activity may be chosen by the instructor are.

Service Projects
Community Project
Class Invitations (host or guests)
Chapter Activities
School-Wide Sponsored Activities
Class or Chapter Competition
Class Invitations (host or guest)
Out of School Social Activities
Additional activities developed and approvable.

The selection of the activity and details of the Hobby Club is initiated by the instructor. A Hobby Club Activity Lesson Plan is completed (see sample) and submitted to the Departmental Supervisor who will forward the lesson to the activity coordinator. The lesson and all components will be reviewed and returned to the instructor before the date of lesson presentation.

The lesson will be supervised by the instructor sponsoring the activity. The activity details may be completed by student leadership but supervised and guided by the instructor.

The planning and teaching of skills are necessary for the activity to be successful. Care should be taken in preparation of the lesson plan. Many resources are available for aiding in the development of the lesson plan. Each plan must include student accountability as a part of the process. Any student or group who many be considered ineligible from a particular activity until weaknesses have been corrected in that individual or group. The plan allows for follow-up and evaluation of weaknesses and strengths of the Hobby Club Activity.

Special activities may be planned by any staff member and open for those students desiring to attend. A roster will be prepared by the sponsor and notification made to the students' instructor(s). This must be done between the staff and not student and staff.

Each program club may place in their budget any special costs of Hobby Club Activities. The instructor will have to make such recommendations because they will be selecting the activities.

The cost to individual students should be kept as low as possible on activities. Coordination between the academic and program instructors is necessary when there is an academic sponsored activity with a particular period class.

Note to Academics: Academic instructors will also sponsor Hobby Club Activities. You may select any of your classes to sponsor the hobby club. They will meet at the appropriate Hobby Club time.

October 3	Forms due for October Activity
October 20	Hobby Club Day - AM
November 1	Forms due for November Activity
November 17	Hobby Club Day - PM
November 23	Forms due for December Activity
December 15	Hobby Club Day - AM
December 21	Forms due for January Activity
January 19	Hobby Club Day - PM
January 26	Forms due for February Activity
February 16	Hobby Club Day - AM
February 23	Forms due for March Activity
March 16	Hobby Club Day - PM
March 23	Forms due for April Activity
April 20	Hobby Club Day - AM
April 27	Forms due for May Activity
May 18	Hobby Club Day - PM

Review of particular lessons in the Sociability and Democratic Responsibilities segment may be of assistance throughout the year as certain Hobby Clubs are held.

LESSON PLAN

CLASS: ______________________ DATE OF HOBBY CLUB: ______________________

INSTRUCTOR: ______________________ DATE THIS FORM WAS SUBMITTED: ______________________

OTHER STAFF ASSISTING: ______________________ DATE OF LESSON PRESENTATION: ______________________

ACTIVITY: ______________________ LOCATION OF ACTIVITY: ______________________

Specific Details of Activity:

Skills Needed for Activity:

Method of Instruction Prior to Activity:

Method of Instruction on Activity:

Method of Follow-Up or Evaluation:

Additional Items:

Supervisor Approval: ______________________ Date: ______________________

Approved by Activity Coordinator: ______________________ Date: ______________________

VANGUARD VOCATIONAL CENTER
Fremont, Ohio

INTRODUCTION

With this project we are going to bring to our young people some principles for developing a democratic conscience.

We feel that our nation is gradually moving away from the principles of greatness that makes our way of life the greatest in the history of man.

We have developed twenty lessons that we want you to teach in your own special way. We want you to tell them the whats and whys of our democratic society so they can develop a conscience of responsibility so our democracy can survive.

We want you to teach and test, teach and test; remembering that exposure is not teaching; we must do much more.

We want this program to deal with everyday situations and problems. Once you have presented precepts or concepts to your students then you should try to furnish a situation which you can control which will prove the benefits of a self-disciplined, self-governed society as opposed to a form of society which must be controlled through anarchy.

Our project is a very worthwhile one and we want all instructors to dig into your experiences and ideals and add a great deal more to these twenty lessons we have developed. Keep in mind that we want our students to be better in all ways, than the previous generation. A great many good things can come of this if we really believe in the democratic way of life.

Gordon Williams, Supervisor
D.E. & Academic

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL
"Necessity To Help Control Our School Society"

What is the responsibility of the student in our school society? What is the stud role? Many times we hear the students don't have a say or an influence on the daily routine in school. How wrong can they be by thinking this way!

Each student has a great part to play in the every day life of a school. Just thin they are the life and the energy of a school and if motivated to do great things, they can.

Lets take a look at some segments of our school daily routine, what some of the problems are and the role of the student.

Dishonesty-Stealing. Who does all of the stealing?

1. He's not a one-time thief; he's a repeater.
2. He's a nibbler. No big jobs. Just a lot of little ones that add up.
3. He's not fussy. Takes anything. Even if he has no use for it. Takes anything that's not nailed down.
4. He's a normal human being. Not a kleptomaniac. A guy you'd like to go fishing with.
5. He could be anyone in your class.
6. He feels safe, because his fellow classmates are reluctant to turn him in.

The last item brings out a real problem, the "Rat Fink" syndrome. Everyone is afraid to inform on someone else. The "Rat Fink" syndrome allows selfish persons to cheat, steal, lie, etc. with the tacit approval of others. This is wrong and comes out of fear of reprisals from the peer group. As a good honest citizen, you should think if he can steal from the school and I do nothing, then I should do nothing if he steals from me. Students will watch others steal and say nothing because they rationalize "the school has plenty, that small amount won't hurt," or "I'm not doing it, why should I get involved."

No smoking in school by students is one of the most common rule violations. The rule is there because the Board of Education believes as the American Medical Society that "Smoking is Injurious to Your Health" therefore, we are not going to promote the use of something that is going to bring harm to you. Students who reali this should work toward promotion of no smoking in school and turn off those who constantly try to sneak off for a smoke. The good, responsible citizen will strive to live within the rules, rather than break them.

Fighting in school the past couple of years, has become more popular with the students than ever before. There seems to be a wave of constant agitation on the part of a small minority to solve all their problems and other peoples problems by having a fight. What is the great joy in a fight for the combatants? A split lip, a black eye, bloody nose, cut face, bruised ribs, sore knuckles, etc. and usually the problem is still unsolved. The combatants have given some entertainment to viewers who probably couldn't whip their way out of a paper sack, but they encourag their friends to fight. The good citizen to keep school running smoothly will not inci to riot, but will try to discourage a fight and try to solve the problem.

Another serious problem in our school today is the use of drugs. We have a great many statistics that tell us that the use of drugs is harmful to the physical and mental health of a person and it is illegal to use or have in possession according to the law. We have students who bring drugs to school to use or to sell and the majority of our students will allow it to happen and do nothing about it. What has happened to old adage of "help thy neighbor". That "doper" has a problem neighbor, "dammit lets help him."

It's sad to read about a teenage suicide because of an overdose or becoming a mental incompetent because of excessive use, or becoming a killer because they used a gun in an armed robbery to get money to support the habit. The good school citizen will help his friend or classmate in any fashion they can to stop the use of drugs. It's time that good school citizens started using their strengths and power to rid the schools of poor elements, so a great, great deal more time can be spent on gaining that precious entangible "An Education."

Discussion:

Why do school boards adopt "no smoking" rules? Why do students bread the rules? Why should students get involved in promoting good school citizenship?

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL
"Regards for Other People's Feelings & Freedoms"

We have several groups of people within the frame work of the school operation that students come in contact with and should be aware of.

The first group we will look in on are the other students. How are you looked upon by the other students? Are you respected by your peers because you carry your share of the load or do they ignore you because you are a loafer or a blow hard. Be honest in your dealings with your classmates and you will find a great deal more satisfaction in your school life and it will carry over into every day life. It is very common to hear students say its my right to do this, my right to do that and this maybe true, but only if you are not infringing on the rights of others Example: It is your right to be given the chance to voice your opinion, but not at the expense of others. You cannot blurt out at any time during a discussion your opinions, when someone else has the floor. You have now taken away the freedom of speech by the other student. We have the rights but lets keep them within the frame work of our society.

How about your relationship with the teachers? What is it like? Is it a drag to go to your class everyday? If so, why? Have you as a student taken the time to talk with the teacher about things other than subject matter. You will find that the teacher is human like you, they read good books, enjoy certain types of music, have interesting hobbies, enjoy good movies and even watch some of the same TV shows that you do. It can be very hard for the teacher to make the steps to get to meet and know all of the students they have, but the students can take some of their time and break the ice by contacting the teacher. It's rather foolish for young adults to speak in terms of "Brownie" - "Teacher's Pet" and a few other unprintable terms if a fellow student tries to be nice or sociable with another human being who happens to be a teacher. I'm a teacher and proud of the fact that I am, and I don't live in a glass cage and I have feelings like others and I want to be a friend to every student who wants a friend. The above is the way most teacher think, students give it a try--you might like it. In working in the classroom, a goo number of years I cannot remember a problem that was not solved to the satisfactio of everyone if that problem was brought to the attention of the teacher. Remember students, the teacher is your greatest source of information and help, get to know them and give them the respect that you want and respect their rights as you want them to respect yours.

Students do you think about when you mess up the restroom, track mud and sno into the building, throw paper and other waste on the floor, slop your food and beverage on the cafeteria floor? Is your attitude one of "so what, the janitor will clean it up," or that's what we have janitors for." Yes, one of the jobs of our janitors is to keep our building clean, but that doesn't mean you have the right to slop it up any way you may please. Who is the guy you go running to if you can't get your locker open? If you need some tools who do you track to? Think of the many, many favors the janitor has done for students. Their job is to clean up the accumulation of dirt, dust, waste, etc. plus many, many other maintenance duties. If the student is responsible for an unnecessary mess they should be responsible enough to clean it up. Have some respect for the janitor and his feelings, it's not too pleasant a task to clean up other peoples mess in lab is it? How do you think the janitor feels when he has to clean muddy floors or scrub black marks off the floors because of some unfeeling, disrespectful student.

What do you think about when you see your supervisor, the director or school superintendent? About the only time you get to see these people is when you get in trouble and get sent to the office. That is an unpleasant meeting from the beginning. The student is very uncomfortable and defensive and the supervisor has to dole out some penalty for misbehavior in some other part of the school. It's not too difficult to have a cheerful hello "good morning" or "hello" in the hall if you pass a member of the administration or maybe stop and chat with them for a minute, it makes for a pleasant atmosphere in the school.

Probably a cafeteria cook is given the least consideration by the student body. The constant cry by many is "the food is lousy" or "what slop." We believe that there are times when the food is not as tasty as other times, but by in large the lunches are generally pretty good and at a reasonable cost. How many times have students gone back to the lunch line to tell the cook "the lunch was good today", or "lets have that again sometime." Ask the head cook about a certain type of food that you might like, we feel suggestions will be greatly appreciated and, if possible, will be served. Nothing is gained by throwing food or slopping it all over the table, we have cafeteria supervisors who can look into your complaints. You do not have the right to cause a disturbance in the cafeteria and cause problems for many others, have some respect for others.

Discussion:

What happens when you gossip about fellow students?
What can students do to be more respectful?

Activities:

Take a survey of the responsibilities of the janitors.
Find out how the Cafeteria Head Cook plans her menus.

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL

"Regard For School Property"

Property, what is property? Webster's gives us several definitions: 1. Ones own, 2. the right to possess, use, and dispose of something; ownership such as property in land. 3. A thing or things owned; holdings or possessions collectively. 4. Any trait or attribute proper to a thing or formerly, to a person. Regard means having concern for, consideration for, respect and esteem; such as regard for your health and well being.

Let take a look now at regard for school property. What is this property we must have concern for and why? Close to ten years ago, the citizens of Sandusky County voted a responsibility upon themselves to provide funds for the building and operating of a Vocational High School to provide Vocational Education for those youth and adults who wanted it. You now have to be educated at your home school or at Vanguard, a branch of your home school offerings. This operation costs over 2 1/2 million dollars to build the buildings and hundreds of thousands more to equip it. Each year it takes over a million and a half dollar to operate it, how that mon is spent depends on the regard each person in the school has for school property.

Lets take the case "Careless Cathy" in the Distributive Education lab. She is given the responsibility of storing the mannequins after they have taken down a display. Cathy takes the arms and hands off and tosses them on the floor and in the process breaks some of them. She also drops a mannequin and the head is cracked. Through this carelessness it now will cost the department $150.00 to repa the damaged parts. This is $150.00 that could have bought an additional mannequin or other equipment needed. Cathy has now cheated her class of more equipment because of her disregard for school property.

Now lets travel down to Food Service lab and see what "Who Cares Bill" is doing. His responsibility in the Friday routine was to clean out the freezer and repl the food back in the freezer. Bill does not double check his list of food when he replaces it and leaves out a basket of meat. It stays out over the weekend and now we have $75.00 worth of spoiled meat that has to be tossed out. Who cares? I do Bill because as a fellow classmate we are not allowed to take another step in our training because no funds are available to purchase supplies for the special project the instr was going to show us. You have cheated me Bill because now I won't get that little extra training because you had no regard for school property.

These are just a couple examples and are not meant to throw any derogatory statements on any program. These things can happen in any of our labs and the cost can be enormous if we have no regard for school property.

We have had some poor citizens in our school society who had done some unmen tionable things to the property and equipment. We have a philosophy at Vanguard of keeping our building and equipment in top notch condition. We spend time and mone in care and maintenance of our school and it looks it. Vandalism throughout the United States cost untold millions of dollars in property destruction. Some places the destruction is so bad they cannot get insurance to cover their property against destruction. Why? This happens because the people let it happen, not the police. Students with high moral standards and basic honesty do not let it happen, they stop the destruction. We are happy to report that the Vanguard insurance rates are reasonable. Why? Because of a caring society, student-teacher-cook-janitor and administrator, but we can do better. The disregard for our school property costs a lot of money. What would happen if all people were honest and we did not have to worry about vandalism, alarm systems to prevent break ins, cleaning and painting over vulgarity. We could save hundreds of dollars on insurance premiums that we have to pay for protection. We would have spent the money used for an alar system for new equipment. Students, we contend you are being cheated by those who don't care, when will the majority stand up and control those few who continue to wa school property. It's about time that the democratic responsibility for school prope be developed in all of our attitudes so we can have a better school.

Discussion:

How can we improve our attitude about school property?
Importance of maintenance of equipment.
What safety factors are involved with faulty equipment.
What is my "Role" and what do I do if vandalism happens? Am I supported by many if I stop it?

Activities:

Have students secure the cost of equipment in your programs.
Safety contest on care of equipment.
Create an Atmosphere of Honesty--no tool crib operator for a day--extend to a week

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL
"Do Your Share"

Within the democratic system there is a need for all people to do their share of the activities to enable a democratic system to function to its maximum efficiency and produce maximum results.

Let's take a quick look at the history of America and find out some of the things that happened to show why all must participate to make the system work.

The Jamestown colony was not getting along to well in the beginning because some of the early settlers felt all they had to do was set around and let the others do the work. Captain John Smith soon put a stop to that by issuing an order to the effect "No Work No Eat." Soon after the colony did start to prosper and became a leading colony in the development of our country.

Let's take a look at the Revolutionary period. Not all the settlers in American wanted to be separate from the Mother country England. The group who wanted freedom because of a great number of reasons were very strong in their convictions and worked very diligently for freedom. Every Patriot did their share of sacrificing and hard work to make sure we won our freedom. We had one weak link, Benedict Arnold went over to the British and we came close to losing because of this weak link.

We have many, many series of events that happened during the growth of our country that could not have come about had not most people done their share, to name a few.

1. Development of Northwest Territory (Ohio, Indiana, Illinois, Michigan, Wisconsin)
2. Development of Mississippi Area
3. Development of Great Plains
4. Development of Southwest including California
5. Development of Oregon territory
6. Involvement in World War I and II

We as a people have made some mistakes, but because people (all kinds) have had the guts and integrity to do their share we have built a great country that is second to none in the world.

Now how can we at Vanguard, seven years old, an infant in the education world do our share to make it the best.

All of our programs have a youth organization that is a vehicle to provide for some extra activities other than laboratory and related work. Social events, goodwill activities (clean up a village or town park, visit shut-ins, etc.) money making activities, some school project for entire school (something like Horticulture class did at Christmas time). The activities that have been successful were successful because everyone did their share from the instructor to the students. There has to be enthusiasm for the projects that are taken on by the club, you get very little accomplished if a small faction constantly opposes what is going on. Let's get these people involved because they have ideas and once involved will probably be valuable contributors.

Now how about doing your share in the program. Why are you here? If you are here, dedicated to the task of gaining an education then you can make sure this happens by doing your share of the work. The instructor can give you many of the facts, theories and demonstrate the methods used to do various jobs but you must do the majority of the work. If you want to become the best in this area you have choosen then you must ferret out extra reading material on the subject, you must build - tear down - rebuild the part you are working on to become skilled in this task, you must practice, practice, practice the various types of welds or cuts to become the expert. You can't set back and wish it to happen, it won't, you do your share and make it happen.

Our programs have a lot to offer the youth and adults of our community, but our instructors who have to constantly work to keep up on the newest and most modern methods can do so much and after that it is up to the student. The student who steps up to the trough of knowledge and keeps sipping away will go far. The one who takes a gulp now and then will get part way up the hill. The one who takes a sip and it doesn't taste good so they quit and stay at the bottom of the hill depending on everyone else to pull them out and them complaining because they are getting nowhere. Alot of times we see someone get a burst of energy and come up with something good to do and really put on a big splurge to get something done. They rah-rah all over the place getting attention and later when the job is completed sinks back into their shell. It's about time that credit and praise be given to the student who daily practices the virtues of a democratic society, who is self-disciplined, tolerant of others and has respect for the rights and property of others. This is the backbone of our school society, without them we have no school like we are in today. We'd have alot more controlled situation (similar to Boys Industrial School) and we'd sure dislike that. There's alot of room on the wagon for more good citizens, so let's get with it and do your share.

Discussion:

What are the student's ideas on doing their share? What role does honesty play in doing your share? What is gained by doing your share?

Activities:

Clean-up activities responsibilities at end of lab. Divide lab into sections, have a contest on who does best quality of work that week. You can generate this to quantity and quality later on, with emphasis always on quality.

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL

"Regard for Other People's Property"

Students bring many valuable personal possessions to school. The instructors bring many valuable possessions to school. Why are these possessions brought to school? These people are willing and generous enough to share their possessions with others to make school more beneficial and enjoyable for all.

We would like to relate a few examples of how disregard for other people's property cost a great deal of personal loss and mental anguish.

A real thoughtful Social Studies instructor was doing a unit on the Civil War and he had some personal books and magazines on the subject so he brought them to class so his students could use them in their research work. When the unit was finished and the work completed the instructor later on found some of the books and magazines had been damaged by having pages torn out, some ripped, others had obscene writing and pictures in them. This instructor did not find them himself because he trusted his classes, another instructor came upon them while he was looking over the material. No one can tell the personal mental anguish this instructor went through , come less the monetary loss because of some student's lack of respect for other people's property.

Another case in point was the English teacher who was doing a unit on music appreciation. She brought in some of her own collection for the class to use. During the week some of these records (five in all) were broken. Not one student had the character to come to that teacher and say they had broken the records. The loss of records was no great cost, but the loss of the respect of the teacher for her students is untold. There is no sicker feeling in the world than when you trust someone or a group and they do something to cause you to lose that trust, it seems like dooms day.

One of our students brought in a calculator to use in class. He laid it on his desk and when class was over he found it missing. Man what a shock a $70 - $80 calculator missing, what to do? The instructor was informed, he informed the office and now the supervisor's have to perform the great "Dick Tracy" or for moder-day "Barnaby Jones" act of detective in search of stolen article. This story has a happy ending for the owner because the calculator was recovered and the person who removed it said it was a "joke." There was no penalty given out because of the article being recovered and the nature of the case, but that student lost the respect of some students, two instructors and some of the administrative staff. When it comes time to write or give a personal reference those people may not be in a big rush to say "Yes, that student is honest and can be trusted."

We have another case where acouple of students had some hard feelings for one another. The problem became so aggravated that one student went out and stomped on the hood of the other one. this is pure and simple disregard for other people's property. We know there are events that lead up to this type of action, but it does not excuse this pure destruction of property. Now we have a much bigger case and a much bigger problem, the author is not sure if it has been solved.

We have had other instances when students bring in stero-tape players and tapes and someone "rips off" some of the tapes. Customers have brought in cars to be worked on, only to have personal possessions stolen from their cars. Now let's think of the ramifications of this type of action. Mr. Customer cannot regain the stolen articles and he now is a Voice (a loud voice) in the community telling the story of how to get "ripped off" at Vanguard. This has a far reaching affect on our community. To develop this just a little more, how about your regard for the quality of work you are doing for someone else. When a person brings a tractor into Ag is he going to be a satisfied customer? Are you going to do quality work? How about the bulletins you are printing in Graphics, are you going to do quality work? How about the hair styling in Cos? Are you going to do quality work? All of these relate to regard for others, and all programs must strive to attain the ideal of having regard for others by doing quality work.

Discussion:

What gains are made by doing quality work?

A. For School
B. For Student

What are some other types of disregard for others property? What is "My Role" in solving these problems, as a "good citizen"?

Activities:

1. How long can we operate without a loss in our department?
2. How much time does the supervisor spend on tracking down thieves?

DEMOCRATIC RESPONSIBILITY IN THE COMMUNITY
"Value Setting"

Think ten years in the future, today's youth will be very much involved in community affairs. They will be interested and concerned about the operation of: schools and police department, fire department, city council, department of highways, etc. What kind of a community do you want? What kind of an image do you want your community to project.

Business and industry can be a very vital force to the life blood of a community. When industry sends out researchers to look for new sites for the building of new factories, they look at the community image. They ask questions like; what is the moral code of the community, are they law abiding? Do they have good schools and are the school supported by the people? Do they provide funds for well equipped police and fire force? Are public utilities available? This image that is projected for all to see is the one the people of the community want it to be.

We should like to relate a story to you to show how value setting makes your community a better place to live.

Once upon a time, maybe 60,000 years ago Mug and Glug were neighbors. Each of them owned a split-level cave in the same cliff overlooking Dinosaur Gulch. Mug an Glug each had a big strapping son to help with the hunting. It took a lot of team work and they were pretty clever at it. One day, however, Mug, Jr. didn't feel like hunting Instead, while the Glug's were out he helped himself to a nice choice dinosaur haunch that was hanging in their cave. It didn't take the Glug's long to figure out what happene So the next day, while the Mugs were out hunting, Glug and his son returned the favor. They took back not only the dinosaur haunch, but a tyrannosaurus rib roast as well.

From that point on, things got worse, not better. To protect the food supplies in their caves, each family had to leave one man on guard while the other hunted. But one man hunting alone wasn't as effective as two. That winter both the Mugs and Glugs ran out of dried meat and nearly starved.

When spring came, Mug had had enough. "Look Glug," he said, "this doesn't make sense. If you won't steal from us, we won't steal from you. That way we can all hunt as a team and there will be meat enough for all. How about it?"

"You've got a deal!" said Glug. "Let's do it!" So they did and lived happily ever after--at least a lot more happily than the winter they nearly starved.

For the residents of Dinosaur Gulch, honesty was a practical virtue.

It's also a practical virtue for the residents of Main Street, U.S.A. Our whole way of life depends on the fact that the average American is basically honest.

High moral standards are as essential to modern industry as the steam engine, the gas engine, or electricity. The efficient mass production and mass distribution of goods demand mass honesty. Otherwise, production suffers and east sky rocket. Sure we have our cheats and crooks, people who steal from their neighbors, people who think nothing of walking off with company tools, supplies, and property. These losses are a burden and expense to all of us. We all pay higher prices because of the cost of police, locks, fences, and insurance to guard against them. But the fact remains that crooks among us are still in the small minority. You can strive to keep it small or make it even smaller by stomping out dishonesty. The day the average American stops being honest is the day we are in serious trouble.

The ability of this country to provide a better living for every one or any one depends on voluntary respect for law and the rights and property of others. The day we lose that respect, this country will be headed for the scrap heap.

That's why stealing and looting are wrong, regardless of who does it or what the provocation. Looting and rioting destroy jobs, property and confidence, the very basis for our future progress.

Fortunately, to most people in this country honesty is more than a commercial virtue; it's also one of our ideals as a people and as a nation. For the overwhelming majority of Americans--Christians, and Hebrews--Black and white among them--"thou shalt not steal" is a basic moral commandment.

Americans take tremendous pride in the Washington who "couldn't tell a lie" and the Lincoln who walked miles to return a borrowed book or pay back a few pennies. Why? Because honesty is one of the highest developments of human character, something which distinguishes man from the lower animals. It reflects a belief in principles, not just the appetite of the amount.

Our basic belief in honesty has helped make this country great. It is old fashion or square. We need it today, and will need it tomorrow, more than ever.

It is a great heritage for you--your children, let's see they know about it, appre it, and learn to cherish it. "The Man Who Steals from Anyone Steals Most of All from Himself."

Discussion:

1. Discuss the value of being honest and how it will affect the community.
2. What can the young people contribute in the way of values.

Activity:

Have students prepare a list of values and discuss them.

DEMOCRATIC RESPONSIBILITY IN THE COMMUNITY
"Make Your Own Way"

What are your plans for the future? Are your plans motivated by what everyon else will think of you; your social image, or are your goals designed to give you a sense of personal satisfaction from accomplishing a meaningful task? Are you will to sacrifice your personal values and integrity simply to conform to another person expectations. Many times we take the easy way out rather than put forth the effort that would give us a real sense of personal satisfaction in a job well done.

Sure we can take the easy way out by doing half a job, slack off so the boss will give you more help or less work, this makes your job easier but than some one els will have a heavier load, don't be a free loader, do your share.

Maybe you say, "well I'll do the job tomorrow", and then tomorrow and tomorrc never comes. People who constantly put off until tomorrow will eventually wind up with a lot of empty yesterdays.

We all have a need of personal fulfillment as well as the respect of our family friends. How much respect do you have in the eyes of your peers? You can't buy c demand respect, you must earn it by proving to them that you are willing to do you fair share.

Often times our life will feel meaningless if this peer group, respect, and mos of all self respect is not attained. So you see you are only cheating yourself when you push your share of the load off on someone else.

You can "cop out" by criticizing someone else for the meaningless life you live but what have you done yourself to change it. You might lie to yourself and say "We when I get older I will get down to business and get a good job and be a hard worker Get with it the values you set for yourself now live with you for a life time. Be hon you won't haveyour habits when you get older unless you start now, it can't be don over night. What kind of a family will you raise, how will you provide an adequate hood? It will be difficult to be successful in either case unless you decide you will make the effort to carry your share of the load. Maybe you won't make a million dollars or be worldly famous, but at least you would be able to look your family, yc friends, your neighbors straight in the eyes and say "I have done by best to make a good life for my family and my community, I was not a free loader."

Think about it. If everyone in the school, the community, the state, and the n had the attitude of "let someone else do it" what kind of school, community, state, nation would we have? We wouldn't have it very long if someone else would take if over. Thank God that some where along the line some people are willing to carry their share of the load and some of the load of the free loaders, we certainly hope the free loaders get fewer and fewer in the future.

How do people look at you? How do you see you? The forks in the road of hun life that demand decisions of us are always crossroads of danger and opportunity.

Don't be afraid to take a chance on some of these opportunities, now is the time, if y have not started, to prepare yourself to be an asset to yourself and yourself--carry your share of the load by beginning today.

We as good honest citizens should not add to societies burdens by accepting help when we can make our own way.

Discussion:

1. How does the free loader affect the economy of a community? i.e. New York or Fremont.
2. What are some things you can do to help your community?

Activity:

1. Have a village or town councilman come in and discuss things that have to be don in their community.

DEMOCRATIC RESPONSIBILITY WITHIN THE COMMUNITY

"Regard for Individuals in the Community"

Who are the indivduals in our community that we should have respect for? We think a real good answer would be every darn one, with the exception of those who break the law. We have several people in our communities that are called "service people". We will give you a small list: ambulance drivers, police, fireman and rescue squads.

There seems to be an increasing disrespect for the police and fire departments in our communities. When we have a problem or an emergency who do we generally call? -- the police or the fire departments. These people are the ones who are trained in the art of giving assistance to fellow human beings. The newspaper, radio and TV is full of stories of how the members of the police and fire departments have risked their lives to save the life or property of someone else. You say that's their job, it's what they are getting paid for, and we say hog wash, protect your property from destruction yes, but many take risks beyond the call of duty to save a life. (We have private citizens who do the same.) Why? Because they care and respect and have regard for their fellow human beings. Along with these stories of good deeds, we read and hear at the same time about the people who have a disregard for others. The story goes like this, "While the fire department was working against terrific odds to put out a raging inferno, they had to also fight against the hoodlums who were cutting their hoses and throwing missiles at the fireman while they worked. The police department was called out to protect the fireman so they could put out the fire." What were the rest of the citizens doing young and older alike?

The police department is as effective as the community wants it to be. If a community has a reputation of not putting up with the criminal activities, they usually don't have many problems. If the law breakers know there is vigilence by the citizen of a community, that if they see something wrong they report it now, they don't wait around, lawbreakers avoid this community.

What regard do you have for the policeman as an individual when you call him "a pig". How do you feel when you are called some disrespectful name? If you have an automotive problem on the highway, that "pig" will come to your aid. If you get into a stickey situation in a group, that "pig" will come to your aid. Name the situation and that "pig" will come to your aid. Now you probably can come up with an incident where the police may be didn't get there on time, etc. Think about the size of the force we ask to protect us. We can't have a large enough force unless WE POLICE OURSELVES. We have to work hard to get the people to think about doing honest things and with personal self-discipline we cut down on the need for police protection. We do not want a police state where we have the militia on guard 24 hours a day, that really cuts into our personal liberties.

Let's strive to have a regard for all people in our community. Give a helping hand to the elderly by maybe cleaning up their yard or washing the windows, it will give a greater personal inner feeling of warmth, rather than the anxious moments you get worrying about getting caught if you break the windows.

It's a good feeling to live in a community that is relatively free of dishonest act knowing the community will stay that way because the great majority, young and old have a high regard for the individuals of the community.

Discussion questions:

1. Name some of the service people in your community? What service do they provide?
2. What can a community do to stop the actions of the hoodlums in the fire story?
3. What is your "role" in showing regard for individuals in yourcommunity?

Activity:

1. Prepare a code of community ethics in class.

DEMOCRATIC RESPONSIBILITY IN THE COMMUNITY
"Concern For The Community"

Concern for the community comes from people caring about others in the community and the care of the community property.

Waste in our community comes in so many forms and degrees that it is nearly impossible to encompass all of them. There are some ways that we as good citizens should take the initiative to stop waste. One of the foremost items to pop into our minds is that of spending money. Why? Because we know that it is our money that may be spent foolishly.

Some will say, "Well we can't fight city hall," but you can. We still have a democratic republican form of government, that is someone representing our right and our vote at council. If that person is not voting in the best interest of the community, it is your duty to inform him of your ideals. It is the part of the citizens to work diligently to see that your council spends your money to benefit the majority of the community, not to favor some small special groups.

Do you get the most good that you can from parks and recreation areas, or is money and effort being siphoned off into pet projects that do not reflect the will of th total community. For instance one city recently spent most of its recreation budget on baseball, tennis, and swimming--sports not usually indulged in by the elderly. A group of the senior citizens petitioned city hall to have some of the funds spent on place for bingo and card games plus some horseshoe courts and were successful in securing some city fund for it.

Have you taken a look at the streets and parks of a community? Many times they look like a disaster area. Why? Because people in the community do not put their waste in receptacles provided, just scatter it to the winds. The public employees now spend excessive time in picking up this waste. Lets say the clean up time f the city parks is normally 12 hours total in your community. But because of the poc habits of the people it takes 24 hours to clean up the parks. This takes our maintenance men away 12 hours from other important duties or we hire more people so we can get it done in 12 hours. Any way you look at it you are wasting the community n

Being concerned is the young adult who sees an elderly person in need of help, so they offer help. Being concerned in the young adult who sees a little child playin in the street, he removes the child from the street and tells him that is wrong. If h sees the child in the street again he does the same thing and maybe even takes the c to its mother and father, you are concerned for the child's well being.

What would you do if you saw 3 men attack another one with knives and stab hi several times. We hope it would be one of concern to come to his aid. This happer and 15 to 20 people stood by and watched and when questioned by the police they had seen nothing. We feel sorry for them, you can make sure your community never re es this type of non-concern.

Being concerned also means giving of ourselves in community service. You m want to help less fortunate than yourself and you do not have the means, but you can join a service club such as Kiwanis, Lions, or Exchange, and contribute as a workin member of these organizations.

Do you have pride in the appearance of your house? This appearance has an effect on the resale value of yours as well as the rest of the neighborhood.

Young people now is the time to become interested in your community and its people. Do your share to make it a worth while place to live.

Discussion:

1. What is the "role" of a young person in his community concerning waste.
2. Whats wrong with: Two men sitting in a truck and one man picking up the rubbish paper, etc.

Activities:

1. Have class find answers to following:
   a. Where are city government meetings held.
   b. Whose responsible for cleaning streets, parks, and other public areas?
   c. Who controls expenditure of city money?
2. Have students write a report or give an oral report on what waste they have seen their community. What did they do about it? What should have been done?

DEMOCRATIC RESPONSIBILITY WITHIN THE COMMUNITY
"Regard For Other People's Property"

The community, what is it? The dictionary gives us the definition as being a number of people having common ties or interest and living in the same place and subject to the same laws; people of a district or town.

Lets analyze the definition. People with common ties or interest would give the impression that the relationship should be one of harmony. What is the role of a person in his community? Respect the property of other people. The neighbor children are throwing rocks at the street lights and they are having a good time; this looks like great fun so you join in and the group ends up breaking three street lights and no one knows who did it. They have to be replaced and it cost the community $200.0 and it cost every one. This is not the actions of a responsible person. What is the correct action to take? There are a couple of plans an honest member of the community can take:

1. Try to discourage the actions of the others by showing them why this is wron discourage dishonest activity.
2. Go to the homes of the other kids and inform the parents of what is going on.
3. Call the police and report it yourself.

Now, the last two are unpopular because you are now classified as a "rat fink". The "rat fink" syndrome allows selfish persons to steal, cheat, lie, etc. with the tacit approval of others. This is wrong and comes many times out of fear of reprisals coming from a peer group. We read about how groups get together and run through a neighborhood and destroy many valuable pieces of property. Where do they get these ideas that they have the right to destroy property? If they can do this to others and you do nothing, then be prepared to have yours destroyed, it's not sacred. We have much, too much, of this in our society, we must take a stand or a very small, but powerful group of hoodlums are going to take over our communities.

It is sad when we read reports about a group of hoodlums smashing up a person' car and fifteen or twenty witnesses watching and doing nothing or three or four bums breaking up a small businessman's store and no one comes to their aid until it's all over. What in the Sam Hill has happened to the old American traditions of "Love thy Neighbor" and "Help thy Neighbor." We are developing a warped sense of values. Those same people mentioned above could have a house burn down and all the neighbors would contribute clothing, food, cash, and labor to help rebuild. Why not stop them from breaking up the store or smashing the car? People say they don't want to get involved, why not? We have to get involved if we want the right things to happen. The community is the type of community it is because the people want it that way. If it is relatively free of dishonest activity, it's because the people want it that way. The local police, state police, FBI, etc. are only as effective as the people want the to be. They solve cases because of the information given them by the people. No information, cases remain unsolved. We have to put pressure on the community to have it be a good community and a large cluster of good communities will make for a real good state, etc.

Another real important aspect of this is the cost to a community for police protection, security of your homes and stores, theft, etc. For illustration purposes, lets use Vanguard. It cost $6,000 for locks alone the past 2 years. We spend several thousand each year for security and 10% of all salaries of all personnel is concerned over security. This comes to a staggering figure of $80,000 to $100,000 that is spent on security and protection because of dishonesty. Project this over a community the size of Fremont and the amount spent by the citizens for security and protection in super large cities and we hear the police asking for more all the time because they are understaffed or ill equipped. We wouldn't need the larger force if the community would discipline itself to be honest and have respect and regard for others.

Acting in an honest responsible fashion as a youth will generally lead to doing the same as an adult. As an adult you can become active in the community by getting involved in citizen committees, joining the PTA, getting elected to the school board, village council, mayor or sheriff. We read and hear many times that people in elected positions are dishonest. Why do they become dishonest? Is it the lust for money or power? It's hard to determine what makes a person turn sour as a lemon. One big reason is that people in positions to correct it, shut their eyes and say it will go away. It doesn't, its like cancer, it grows and festers until it infects the whole community. You are in a position to correct the dishonest actions, assert yourself in a manner to be heard and bring out the majority so they can rule and wip out the corruption.

Discussion:

1. What is a youth's responsibility in his community?
2. What can you do to improve your community?

DEMOCRATIC RESPONSIBILITY IN THE FAMILY
"Family Resources"

What are the resources of the family? Within each family there is a potential to earn money that will enable them to purchase the necessities and some luxuries for the family. It is very important that each member of the family be very honest in handling of the family resources. Let's take a trip down "Theory Lane" or "Imagina Alley" and see what happens when members of a family have no integrity about family resources.

Dad generally works a forty hour week, but he gets a chance to work four hours overtime and doesn't tell anyone. He gets his check and cashes it and keeps the extr $15.00 for himself. The family had need for the $15.00 to add to the vacation accou Dad is not being honest with the family, he's cheating all for his own selfish desires. What should Dad do if he has a desire for something special? Mom would like to join the local health spa but it costs $3.00 a week. How can she fit that into the budget when there is no fat in the budget. She starts to cut down on the meals by buying poorer quality of food and having less desserts, etc. Now she has come up with the $3.00 a week and has told no one. She is cheating the family, what should Mom hav done?

Susie would like to go to some special affair and wants a new outfit. This will cost some extra funds not available at this time. She is told she has to do with what she has. To make sure she gets a new outfit Susie spills some foreign substance on the outfit she has, to try and force the folks into buying a new one. Susie is not sho ing respect for the family resources, she is being deceitful and selfish, what should she have done?

Jimmy has just gotten his driver's license and has been given the privilege to u the family car on Friday night. Jimmy has not learned to be a responsible driver and during the evening he has an accident that is not too serious, but car damage is estimated at $275.00. This cuts in to the savings reserve because they have $100 deductible insurance. Jimmy maybe more careful and responsible in the future but his failure now cost money and a great deal of inconvenience to the family.

There is a responsibility factor involved in taking care of the material things th the family has. Lets take a look at the proper way to care for the family property. Lets start outside. We have the yard to take of, cut the grass, rake leaves, care of flowers, shrubs, garden, and shovel snow, just to name a few. Who has the resp bility of doing these things. The children have an important role in the care. (Discussion) Now lets take a look inside, we have furniture, windows, walls, floor and appliances. How do you care for the furniture? Do you jump on it, wear your dirty clothes on it or do you try to take care of it. How about the personal items that eac person owns, clothing, watch, ring, toilet accessories, etc.; how do you care for these?

Lets think about the cost factor of replacing damaged furniture, broken equipmer caused by the lack of respect for it. It lowers the families standard of living potenti because money spent on replacements could have been used to purchase a colored TV have a longer or better vacation, etc. The child has the responsibility of not misusing household items.

We have touched on some of the material resources that the family has, now lets take a look at the entangible, knowledge. Everyone in the family has a certain amou of knowledge and the ability to get more. Why is it important that each member worl to improve or gain more knowledge?

There are a great many items that can be discussed with the class, but during the discussion make sure to place the emphasis on the good and honest things to do. Re-enforce the good habits, not the bad.

Discussion:

1. What are children's responsibilities around the home?
2. What are children's responsibilities about care of personal property?
3. What is the role of the child if they feel others are not being responsible?
4. What can be done by the child to improve their knowledge.

DEMOCRATIC RESPONSIBILITY IN THE FAMILY
"Respecting Peers"

Respecting ones peers in the family many times is a most difficult thing to do because we generally take too much for granted.

Within the family many times there are very bitter arguments between brother and sister, sister and sister, brother and brother and between lessor relations cousins, etc.

Let's take a look at the problems that come about because of lack of respect for the peer group in the family. We have three children in the Smith family, John, Carol and Bill.

John is the oldest and the parents have given him the responsibility of seeing that the chores around the house are done. John delegates several jobs to Carol and several jobs to Bill and he takes off up the street to be with his buddies. Now Carol being a sharp young gal thinks to herself I'm the oldest now so I'm in charge, so she starts to give Bill instructions on doing some of her jobs so she can "buzz off" and be with her friends. This leaves Bill holding the bag and he doesn't dig this act at all, so he does nothing and goes out and goes to the park to play a game of ball.

Needless to say Mom and Dad are slightly irritated at John because nothing has been done and he gets it good from them. He then gets on Carol and Bill and a big argument takes place and some very nasty things are said and done by all three. (Discussion)

How about the respect for the feelings of peers in the family. Let's look at the same three kids in the Smith family. John has been doing a good job on the school newspaper and has written some real fine articles for the paper. One of the articles was about girls involvement in school athletics. Carol is a very athletic young lady and she doesn't agree with John's point of view. She confronts him with it at home and they get into a real bitter argument about the subject. Carol does not usually display this side of her personality in public but with her brother she has shown no respect for his point of view. (Discussion)

The family is the initial experience in dealing with others. If one is to be a success working with others it should start in the family. Don't forsake family for others - that is being selfish.

Discussion:

1. What course could Mom and Dad take to prevent the problem from arising?
2. What should John have done to prevent this disagreement?
3. What was the proper "Role" of all three in getting the jobs done?
4. What should Carol's actions be in regard to showing respect for her brother?

Activity:

1. Have students write up one activity that has happend to them and discuss the actions of the participants. Always re-inforce good - respectfully - response - put down the bad and ugly.

DEMOCRATIC RESPONSIBILITY IN THE FAMILY
"Respect For Property Of Peers"

Members in the family have certain pieces of property that belong to them and they usually value this property greatly. What is the role of a child in respecting the property of their family peers?

The best way to determine this is to take a walk down "Imagination Alley" and see what we can come up with.

The Roberts family has 4 children, Betty, Bob, Tom and Sharon ages 17-15-13-9, respectively. They are good kids but they have a weakness, they don't have any respect for each others personal property.

Betty has been invited to a party and she was asked to bring some records or tapes. She has very few of her own, but brother Bob is a music nut and he has a great collection of records and tapes. Betty just helps herself to the records and tapes and during the party some records are broken and a few of the tapes are stolen. Bob goes to play some of his records and finds them missing, so he questions the family members and can't find where they went. (See discussion questions)

Bob and Tom share a paper route and they take turns delivering the papers. On this particular day Bob takes Tom's bike because it is a 10 speed and a lot easier to ride than his old 3 speed. During his trip around the route he misjudges the speed and doesn't make a turn and runs into a fence damazing the front wheel. He is able to ride the bike home and he puts it in the garage and takes his own bike to finish the route. When Tom uses his bike he notices the damage and questions Bob about it, Bob is very innocent, he doesn't know a thing. (See discussion questions)

Sharon has a fish aquarium and she has spent most of the money she has earned doing odd jobs on the purchase of a variety of tropical fish. Tom who doesn't think the fish are worth much plays a practical joke on Sharon by putting a couple of bass in the aquarium. This action causes some of the valuable tropical fish to die. Sharo checks with the members of the family and can find no one who has any knowledge of the bass. (See discussion questions)

Lets just stop a minute to think about the responsibility you have with your famil peers and the respect you should have for their property. How do you want your pee to treat your property? You expect them to ask you if they want to use something. You expect them to respect your property and not to misuse it. You expect them to be honest with you in their dealings with you. A following of the adage "Do unto others as you wish done unto you" is a real good one to follow if you really care abou how you are treated. The cost factor alone to replace damaged property prevents your peers from having some better things, but the loss of their respect and love because of being dishones and untruthful with them cannot be summed up in dollars and cents.

1. What should Betty do to inform Bob about her responsibility for the records and tapes? She has stolen and lied, what are your recommendations?

2. Bob has taken Tom's bike, damaged it and now lied to Tom, what are your recommendations?

3. Tom has played a cruel joke on Sharon and has not been honest with her, what are your recommendations?

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"Peoples Values In Government"

What are the values, we as Americans, set for our government today? Remember government is the standards, rules and regulations, etc. made by the people and that government is exactly what the people want.

Let's take a look at some of the moral standards that we have allowed to creep into our society today.

1. The movie industry today has sunk to an all time low with the hundred of pornographic films they have produced for the modern day viewer. The XXX rated films are being shown at many of the local neighborhood theaters. Some communities have gotten court injunctions to have the movies banned from their theaters and these people are ridiculed as being radical, and undemocratic because they don't want that trash in their local theater. Hurray for those who take a stand and insist on decent films be shown in their neighborhood theater.

The magazine industry has also sunk to an all time low in the permiting the publishing of the pornographic magazines. People will argue that if you don't want your children to read them or look at them don't let them buy them. That's easier said than done, when you can buy a copy of any of the magazines off the rack at newstands or drug stores. It used to be the center fold had a shapely young lady clad in some enticing garment, now the garment is less than three band aids and many times in a somewhat vulgar position. We the people, the government have allowed this to happen.

Some of our departments in government are involved in scandalous activities. One real close to home is our school system. Right now the American education system is under attack in many areas of our country because of the low standards, or poor morals. Textbooks and what they contain are being called "Un-American immoral and offensive to decent, God fearing, law abiding Americans." Teaching the whys of cheating, stealing, lying, etc.; and not putting enough emphasis on "thou shall not steal." Teachers are getting to involved with philosophy and psychology and not teaching the basics that our educational system was founded on.

The executive branch of our government went through a very critical period recently with the "Watergate Affair." Our president was forced to resign under a very dark cloud of suspicion and the high office of the presidency was in grave danger of losing the trust of the American people. We shudder to think what could have happened at that moment, had there been a strong radical - dictator - type individual lurking in the wings, we could have been ripe for a military coup to take over our country. What can be happening to our values when a leader of such a great nation allows himself to become enshrined in a cloud of suspicion to force his resignation. We are not setting in judgement of the former president, we will let you draw you own conclusions and history will judge him. Our concern is why have our values sink so low that people would do the things those involved in "Watergate" did an they see no wrong in it.

Young people start setting values that are much higher than those of "Watergate." Do not take the position that if they can do it, it must be all right, because then your values will become lower. Pattern your values based on honesty, integrity, truthfulness, loyality and goodwill. Demand that those people elected and given positions of responsibility behave in an honest manner, if they do not campaign against them to get a better official elected. Start now by setting your values high and constantly work at keeping them high.

Discussion:

1. Discuss how the pornography can have bad affects on today's youth.
2. What can the young people do to wipe out these XXX rated movies and pornographic magazines?
3. How can young people improve on low values and standards, if they are found in their loval government?
4. Discuss values such as loyality, love of flag and nation, respect for law, etc.

Activity:

Try to get a state representative or senator to visit your class and discuss some of the low standards you think have crept into government.

DEMOCRATIC RESPONSIBILITY IN THE STATE & NATION

"Voting"

Why is your vote important? It is your voice in or your say in how you feel abo the subject you are taking action on. You have a voice in what is being done in your class, your clubs, your community, state and nation. As a young person you have the opportunity to develop the ability to voice your opinion (vote) on issues that come before the group almost daily. It is your responsibility to develop the habit of thinking logically on issues, not just if it will benefit me, but will it benefit all in the long run. Now is the time to develop unselfish habits in our voting.

At age 18 you now are able to take an active part in the full scale operation of our government by exercising your right to vote on all local, state, and national issues. How do you go about the process of voting in a rational logical manner.

We feel a good method is as follows:

1. Select one issue at a time to zero in on.
2. Get all the facts you can on the issue.
    a. Read
    b. Listen to Radio, watch & listen to TV
    c. Go to political meetings
3. Discuss the issues with other people
4. Sit down and go over facts; pro and con and decide what is best for all and vote that way.
5. When voting for political candidates, be suspicious of the candidate who offe you the "freebies" for your vote. Don't allow this to happen, judge them on their merit and past track record.

The idea of voting one way because your parents and other parents voted that wa is not a very practical way of voting. Many times we get carried away by our affiliati with one political party and we become prejudice and vote only party lines. We feel that affiliation with a political party and getting involved with the operations of a political party is a very vital and important function of the American Citizen. But we fee that as a citizen you should not let party ties interfer with your logic to the extent that you vote for issues that are harmful to our country. We feel that our two political parties have one main thought in mind and that is to keep the United States the greates country in the world, they just differ at times as to how this should be done. This is where the good honest citizen comes into the picture. We have representatives and senators in our state and national congresses. You have a point of view on an issue (we all should have) and the only way the representatives or senators know how their constituents feel is by the mail or phone calls they get. The representatives are ther to vote on issues in a manner representing the majority of the voters who sent them to congress. Too often the voters are lulled into a sense of complacency thinking thei thoughts on an issue is not important. It is important and you as a voter, a good citiz should exercise this right and take part in our government. Now is the time for youn people to start developing the good habits of taking part in our government to make su we have honest people in positions of trust. Demand that they be honest, demand correct action on the part of our legislators, make them accountable to the well of the majority (if the majority is in the right) then we can have a strong, honest state and national congress.

Discussion:

1. Discuss the role of the student in voting on club issues.
2. What are some important activities young people can become involved in.

Activities:

1. Invite a member of young Democrat or Republican party in to speak to your class.
2. Poster display on the characteristic of a good voter.

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION
"Safety"

How does safety fit into the realm of developing a democratic conscience? Gaining a democratic conscience encompasses a great many things and one is a proper frame of mind when working or playing. Safety is caring for the welfare of yourself -- loved ones and all you come in contact with.

Why do we have safety rules and regulations in our schools? They are placed there for the protection of every single person in the building.

Let's ramble a little and take some hypothetical cases of unsafe practices at Vanguard and the results.

In our Welding lab we have a safety practice of wearing a welding mask when we are welding. Why? To protect the welders face and eyes from flying pieces of material and from eye burns. We have a very brave student named Sam who feels he doesn't need to wear his welder's hood (mask) nothing is going to happen to him. During the course of welding on his project he gets a piece of metal in the eye and it is serious. Sam has to be rushed to the hospital for medical treatment and after a series of treatments his eye sight is saved. Let's think of the problem Sam has caused by his foolish act.

1. He has caused himself a great deal of pain and discomfort, plus missing some of his valuable education.
2. He caused many school personnel some anxious moments about his eye because they are concerned and care about him.
3. Someone had to take him to the hospital and notify his parents about the accident. (This was no accident, safety would have prevented it.)
4. His classmates are caused some worry and distress because some of them like him a lot.
5. His parents are very upset about the possible loss of their son's eye.
6. The costly treatment even though the insurance pays a great deal of it, brings an extra strain on the family budget. Also, the more claims we have on our insurance we have increases in our premiums and this takes more cash.

These are a few of the events that happened because of Sam's unsafe practices.

Let's travel down to the Agricultural lab and see what unsafe practice we can find here. The lab has a good practice of cleaning up after working hours for two purposes: cleanliness and safety. Well now we have hurry-up Joe in this lab that seems to think cleaning up is a lot of bull so he does it in a very slip shod manner. Joe has been greasing the wheel bearings of a tractor and he leaves some grease on the floor. During the next lab period one of the students slips on the grease and bangs up against another piece of equipment and breaks his arm. What has this unsafe practice brought about?

1. A fellow student has a broken arm and cannot work to develop the skills being

taught in his class for 6-8 weeks.

2. The parents of the student are upset because of the broken arm, but also because they bring some blame on Joe's instructor for not making sure the lab was free of these hazards.
3. The instructor gets some static from the department supervisor.
4. The instructor now gets down on the whole class because he wants to make sure it doesn't happen again.

Joe has caused a great deal of misery and discomfort to a lot of people because he does not care about others.

Developing these safe habits now will carry over into other areas. Let's take a look at some of the areas where safety is of utmost concern.

Safety in driving a car. Automobile accidents are responsible for the deaths of over 50,000 Americans a year and the main cause for the accidents are unsafe operation. Driving while under the influence of alcohol or drugs is an unsafe practice and those who do, are not acting as a responsible citizen. You are not only endangering your own life but those of others on the highway, it is a very sad story to read about the death of a family caused by some irresponsible drinking driver.

The drivers who feel that driving at excessive rates of speed is the only way to operate a car. The speed is put there as a safety factor, so you can pass slower vehicles quickly and safely. It is not put there to drive 70 - 80 - 90 or 100 miles per hour down the highway. Drivers doing this are irresponsible and also today with our energy crisis are wasting fuel. (We could call this unpatriotic.)

Following safety rules and regulations on the job is another area that Americans are concerned with. The federal government has developed a great number of safety regulations for mining and industry because our people want to work in safe areas. The government can make all the rules and regulations it wants, but it still takes people to operate the equipment in a safe manner to prevent most of the accidents. Improved safety records can cut the operational cost and decrease the price of the products being made.

Discussion:

1. Discuss the loss to society by the death of a family in a traffic accident. (Any size family.)
2. Why are insurance rates high for young male drivers.
3. Why has the federal government put so many new safety requirements on our cars. - What has it done to the cost?

Activity:

1. Have insurance man talk to class on auto insurance.
2. Have poster campaign illustrating safety practices in your lab.
3. Have students make up a list of safe rules and regulations in other areas, i.e. hunting - boating - home safety - farm safety.

DEMOCRATIC RESPONSIBILITY IN STATE & NATION

"Do Your Share"

Do you have any responsibility in running your state and national government? I you think you are old enough to take the responsibility at age 16, 17, 18, or 19?

If you are not participating directly by voting, you can still show your initiative l remaining directly interested and alert to problems, and getting involved in solving these problems. It is obvious that in many areas our state and national government waste money, time, and effort. To give you an idea of the enormity of the problem, here are a few examples:

1. As early as 1971, the U.S. government found that there were more people working for the U.S. department of Agriculture than there were farmers.
2. The National Committee on Mine Safety and Appeals was recently abolished. The five members had a yearly appropriation of over $250,000.00. The committee never met or held a meeting in the four years it existed.
3. Every year the government spends thousands of dollars for congressmen and families to travel to this country or that country for no special reason in most cases. They disguise a vacation as a Public Relations or Good Will tour at government expense.

These are a mere drop in a large ocean of American governmental expense. It is waste. Are there other forms of waste? We are sure you can find other examples very close to home. Whose fault is it? Ours, because only 30% of the voting public determines the representatives of 100% of the people, this leaves 70% not doing their share.

Our country was founded on the idea of the people taking care of the problems in their community and not having the government do it. If Ballville Township, Sandusky County, had a bridge to repair they repaired it. Now they write to their congre man and ask him to do it for them. In New York City you can get $248.00 a month, $138.00 rent substance, free milk, etc., if you promise not to work. Who pays the bill, the taxpayer does in this form of centralized dependent government. The Americ worker pays 1 day of 5 days work for taxes (20%)

We have to put a stop to this type of practice because soon we are going to run out of tax payers and have a country of free loaders; correction, no country at all as i is today.

What can be done to stop waste and extravagance?

1. Vote for issues that will benefit the state and nation.
2. If you are not old enough to vote, write a letter to the congressman, they represent all the people, not just the voters.
3. Use the right of petition if you want to correct something.

One item that costs every taxpayer and citizen, is vandalism of government and personal property. The destruction of government property costs taxpayers double, once to build it and again to rebuild or replace damaged property. Destruction of personal property (i. e. factory windows) cost because the industry has to charge more for products to cover the cost of vandalism. This is another form of waste. What ca do when you see it happen? Report it to the proper authorities. If you watch someone destroy a mailbox, cut down a living tree in the park, or destroy or deface governme property and don't lift a finger to stop it, then you are no better than the person who did the actual damage. Doing your share in prevention of waste, destruction of prope can be a very valuable contribution to your state and nation.

Recently in Cleveland the natural elements poured down tons of water and flash flooding was prevalent throughout the city. Thousands of dollars worth of damage don by the forces of nature. To add to this we read stories about the looting and stealing adding to the misery of those unfortunates caught up in the flood. What can honest upstanding citizens do to prevent this type of action by others. We have to start sprea the word this is wrong and has to stop before we destroy our country.

Discussion:

1. Do you think there are enough laws to stop the waste mentioned in the article?
2. If there are enough laws, how do you explain the waste and extravagance in our government.
3. If you could change our laws, what changes would you make regarding waste and extravacance.
4. Should voting be mandatory?

Activities:

1. List the forms of state and government waste on the chalk board, have students supply the list.
2. Get all 18 year olds to register to vote.
3. Keep a record of State & Federal congressman voting habits, to see if they favor t majority.

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"Promote Good Practices"

One of the big problems in trying to help some of the so-called "backward" nations is not merely the lack of modern machinery and methods, its the lack of good old fashioned moral standards. In some of these areas dishonesty is a frightening business expense. Neither managers nor employers can be trusted to recognize the difference between company property and their own. Employee stealing - and expensive measures to try to prevent it - send cost skyrocketing. So do political pay-offs and extortion.

Actually the people themselves are losing more than they could possibly steal. They pay the cost of their own dishonesty in higher prices, fewer goods, fewer jobs. Instead of attractive new industry, they repel it. One of the practices to promote is honesty and loyality to the employer by the employee. What are the positive attributes and employer looks for in an employee?

Promote self-discipline and respect for the law, this has made democracy possible, it has also put more food on our tables; more clothes on our backs and more cars in our garages. Despite flagrant examples to the contrary, the average American has been basically honest, respected the rights and property of others, and believe in fair dealing - a fair day's work for a fair day's pay. This has provided an environment in which people could work and build freely, without fear of having their rewards stolen or their property destroyed or expropriated.

Promote high moral and ethical standards, which depend on self-discipline. The American companies who have invested in some of our backward countries have found that the law standard of morals and ethics invariably results in increased thievery, graft, high cost of police protection, lower productivity and generally higher cost all around. You can see how valuable these attributes are for all to adhere too.

Promote the idea of being a contributor. Don't be part of the crew that wastes 30 - 40 minutes a day walking back and forth to the water cooler. This is the action of an irresponsible person who is a contributor but to the raising cost of the product by not being more productive.

Promote quality in the production of work along with quantity. Have pride in the fact that you turn out very few defective parts in your job. It is not square to be proud of a job well done.

Promote the idea of world competition. We cannot isolate ourselves in the world market in the production of all products and expect countries to be involved with is in the world's politics. We have to be involved in all phases of world affairs. We have long been an advocate of helping countries less fortunate than us by sending aid (money, food, machinery, etc.) but have spent very little time showing them how to become involved in building up their own economy so they can be involved in world competition. We cannot continue to give aid to countries, because our supply will be running out. We have to be concerned with helping them become a more productive people.

Discussion:

1. Discuss, are Americans less honest today?, less interested in fair dealing?, less respectful of the law?, less ambitious and industrious?
2. Discuss attributes of an ideal employee.

Activity:

1. Have students check with industry or business increase cost of their product because of stealing - protection and prevention.

DEMOCRATIC RESPONSIBILITY IN THE FAMILY
"Communication Integrity"

The big communication gap, we hear about it a great deal, what is it?, and how did it come to be? Was the communication gap always there?

The communication gap comes about when people are not willing to voice their honest thoughts or ideas on a particular subject. In the case of a parent-child communication gap it usually starts when the child wants to do something they know the parents are opposed to. The child will do it and then wait until the parents find out and suffer the consequences later, causing hard feelings and resentment. If the child is successful in getting away with the deceitful act they will continue to do things in this manner until caught. They will be penalized for the one wrong doing, so will rationalize "one out of six" is good odds so they continue this type of action.

George is 15 and he has become interested in a girl and would like to take her to a school dance. The dance lasts until 11:30 p.m. and George's hours are no later than 10:00 p.m. George is hesitant to ask his parents permission to stay out later, so he ask his friend Bill if he can stay over at his house on Friday night. Bill checks with his parents and they say it is OK. George takes the girl to the dance and he gets to Bill's house at 12:00 midnight. (Bill also went to the dance.) George has not been totally dishonest with his parents when he said he was staying at Bill's, but he didn't say anything about the dance. George's parents don't find out about the dance, so George tries the same plan for a movie, staying at another friend's house. After about three of these episodes his parents find out about one and now we have a very unhappy household. The parents are upset with George for his dishonesty and deceit. George is mad at the parents, they don't understand him, they are too strict, etc., etc. What's to understand? He lied, he used his friends for his own selfish interest, he was not honest with the girl friend. George was not willing to go to his parents and discuss the situation with them. Parents set up guidelines for the children for the children's protection, because the parents love and care for them. When the children are growing up it is hard to relinguish some of the controls because parents imagine their children are going to abandon them, but in most cases the parents are willing to work out a compromise. Had this taken place George maybe could have stayed out until 11:00 p.m. for the dance, movie etc. and gained the confidence and trust of his parents and he would have grown even closer to his parents rather than drive a wedge between them of mistrust caused by dishonesty. (see discussion questions)

How about your communications with other members of the family? Do you discuss openly things with your brothers and sisters or do you sneak things and fail to tell them about it.

Gary and Ray were playing baseball in the yard next door. Gary hit the ball and it crashed through the kitchen window. Gary blamed Ray, told his Mom that Ray did it. Ray naturally comes to his own defense, putting a real burden on Mom. Mom naturally cannot take one son's word against the other so both are punished. (see discussion questions)

"Communication Integrity"

The family should be a person's strongest link throughout their life time. You should be ever vigilant to keep the strength of the family by being honest in all dealings with all members of the family. This will bring a great deal of love - respect - and happiness in a person's life time.

Discussion:

1. At the beginning what should George have done?
2. What position has he placed himself with his friends?
3. How will his girl friend react when she finds out about his actions?
4. Why didn't Gary tell the truth?
5. What problem has he caused because of the lie?

Remeber to always accentuate honest behavior, put down the student who advocates dishonesty by showing the miseries that come from it.

DEMOCRATIC RESPONSIBILITY IN THE FAMILY
"Respect For Parents"

Often we hear young people remark, "I can't wait to get out of the house," "My old man is a drag" or "My old lady is a real nag".

What has happened to that young person to make them have so much dislike or disrespect for their parents?

This is one basic element in the American way of life "the Family." It goes back to the beginning of our nation. We have grown and prospered because of thousands of men and women who journeyed across our vast wilderness against great odds to cut out a home and raise a family in a new area.

The tradition of "Honoring thy Father and Mother" is still there and practiced by a large percentage of children.

The job of being a parent is probably one of the most difficult and demanding jobs in the world today.

It is not an easy task, that of being a parent.

Let's take a look at the task of parenthood and its responsibilities plus some of the pitfalls in the way.

The parents responsibilities are to provide food, shelter, clothing, education, love; both physical and emotional, children have died in institutions without this affection.

You may question education, but it is required now in most states children be in school to age 16 or 18 (18 in Ohio). With these responsibilities the parents mus have an income and we have varying degrees of that in our society. Most parents are eager to make a better life for their children than they had. They wish to prevent their children from having some of the unpleasantness they suffered as children. With each generation it is becoming more and more difficult.

Lets take a look back just 30 or 40 years. We had no television to speak of, radio was still in its infancy. Automobiles were just beginning to be mass produced so the lower income people could afford them. Modern sanitation was only for the city folks as was electricity a rarity in many areas.

The family was the center of our social life as well as the every day life. Th were many things that had to be done in the home in those days and everyone had a responsibility. There were some who rebelled against their responsibility and questioned the parents authority, but because of a respect for the parents and thei judgment, it was usually solved without going to some of the drastic steps taken today. The family as a group went to church, took part in school activities together, family outings and vacations were not uncommon, so a bond of unity, love will pay great dividends.

Discussion:

What is the child's "Role" in the family?
What are their responsibilities?

Activities:

Compare responsibilities of today's youth with those of a few generations back.
Have students relate their responsibilities to classmates.

and respect was built up among the family members. Responsibilities--A child used to help with the family business, farm, etc. In the end their business ended up being passed along to the child and thus his young life was preparing to take over.

Now lets consider the family of today. We have many many modern convenienc Television has brought to Americans today a great many more pieces of informatio (knowledge), then any single communication instrument in the world. Young people have become exposed to a great many more things at an earlier age than their parents did and therefore the children are much more knowledgeable at an earlier age (not smarter). This brings out a natural curiosity of questioning things parents do. Along with this we have had some new approaches in the area of what is the right and wrong way to discipline children so parents become confused as to what is the correct way for their children.

We have a much more affluent society today that has enabled parents to provid many more luxuries for their children with the idea in mind that this will make thin better for their children. These material things are usually given out of love and affection for the children and sometimes not understood that way. Children take it granted that parents must provide the extra goodies that make their life more enjoyable.

Now what are the responsibilities of the child in the family--have they changed so drastically? I contend No.

Each child has the responsibility of respecting their parents "Honor thy Fathe and Mother". Each child has the responsibility of contributing to the operation of t household. We still have the same jobs to be done, care of clothing, it's just as easy to hang up the clothes as it is to throw them on the chair or floor. It only tak 15-30 seconds to make the bed and maybe another 5 minutes to tidy up your room each week, less than that if you do it daily. Dishes usually have to be washed, wh not share this task with other members of the family? We could go on and on with the many responsibilities children can have in the household operation.

Nowadays, when business is much more diversified and we have much more independence of choice, children must work just as hard to prepare to take over their own support. We do it with education rather than family business.

Children have to be honest with their parents. The greatest wedge that can be driven between parent and child is dishonesty. Start this at an early age--"that honesty is the best policy." How many times have children done something that is not correct, and they fret and fret worrying that Mom or Dad are going to find out. It will generally pay off if you confront them with it right away, the consequences are usually far less if taken care of early.

This is a trying period for all concerned, but young people, you take on the responsibility of loving, respecting, and obeying your parents, we believe it

SENIOR

DEMOCRATIC RESPONSIBILITY LESSONS

These lessons have been prepared to give you a guideline in teaching the Democratic Responsibility Lessons.

These are to be placed in your curriculum and can be changed to fit the need of your class. Place the emphasis on the democratic responsibility of the young people, teach responsibility.

INTRODUCTION

With this project we are going to bring to our young people some principles for developing a democratic conscience.

We feel that our nation is gradually moving away from the principles of greatness that makes our way of life the greatest in the history of man.

We have developed twenty lessons that we want you to teach in your own special way. We want you to tell them the whats and whys of our democratic society so they can develop a conscience of responsibility so our democracy can survive.

We want you to teach and test, teach and test; remembering that exposure is not teaching; we must do much more.

We want this program to deal with everyday situations and problems. Once you have presented precepts or concepts to your students then you should try to furnish a situation which you can control which will prove the benefits of a self-disciplined, self-governed society as opposed to a form of society which must be controlled through anarchy.

Our project is a very worthwhile one and we want all instructors to dig into your experiences and ideals and add a great deal more to these twenty lessons we have developed. Keep in mind that we want our students to be better in all ways, than the previous generation. A great many good things can come of this if we really believe in the democratic way of life.

Gordon Williams, Supervisor
D.E. & Academic

Help Control Our School Society

Objective:

To develop an awareness and understanding within the student of how student control benefits them and other students.

Method:

Lecture and student input (verbal and written).

Background Explanation:

For every action taken by a student there is a reaction or consequence. These consequences may be negative or positive. For example, when a student works hard; he obtains good grades, has a project of good quality, feels good about himself, and shows other he can be trusted.

When a person puts forth negative behavior he ends up with negative results a job he must redo, people who hold a lower opinion of him, inner feelings of doubt or insecurity.

When a person lacks self discipline, or he cannot control himself, someone must take the responsibility upon himself and impose the controls upon that individual.

General Questions:

Why do we need regulations and controls within the school?

1. Safety
2. In the end have greater freedoms and more responsibilities
3. Learn more
4. Training for job and future life

Why don't people exercise self-control during school?

1. Lazy
2. Immature (e.g. show off, ego seeker)
3. Don't see the need.
4. Indifferent
5. Taking out frustrations in a negative manner

How can you help control the school community?

1. Speaking out to those who break the regulations
2. Doing more than your share of work
3. No encouraging those who think their negative behavior is cool
4. Reporting specific individuals who break the rules

Directed Questions:

How have you been affected by your o
lack of control?
Punishment, stupid mistakes, etc.

How has the lack of control in other
affected you?
Closing of VVC book store, candy s
tighter school restrictions on eve
one (e.g. dress code)

LESSON PLAN

"Democratic Responsibilities"
Program

Instructor

"Regard for other People's Property in School"
Unit

Lesson Plan Date (s)

I. Title (Operation)

"Regard for other People's Property in School"

II. Objectives:

-To cause students to be aware of the value of other people's school property through problem-solving exercises and to publicly affirm their reactions to these issues.

III. Teaching Aids (Equipment or Materials)

Individual copies of the 5 situations (one for each group)

IV. Reference:

V. Preparation:

VI. Presentation:

What (Topics or Operation Steps) How (Key points to Remember, Do or Say)

Procedure - I. Divide the class into 5 equal groups of students.

II. Appoint (or let students choose) a group leader in each group to read the situation and lead the discussion.

III. Read the following directions to he entire class: each group will receive a different situation to read and discuss.

Your group leader will read (quietly) he situation to you. Listen carefully to what is being said. You may wish to have it repeated. Now your group will have 10 minutes to discuss he stiuation and come up with a "reasonable" solution to the problem. Try to put yourself in this person's position and come up with some logical answers. (write answers down) class prepared. You really don't mind lending them a pen or a pencil once in awhile.

A few weeks go by and now they are also borrowing notebook paper for quizzes and class assignments. You've got plenty of paper and it costs you money to buy. Also the pens and pencils you keep lending them are never returned.

You start to get a little angry about the situation, but afterall, they are your friends. What do you do???

"YOUR CAR" - At last - you're 16 and you've finally got your license! You've managed to buy yourself that new (or used) car that you've been waiting for for so long. Now you can drive to school and don't have to take that long bus trip.

Monday morning comes. You pull up in the parking lot, get out, lock your doors and go to class.

2:50 comes - you run out to jump in your car → only to find out that it has been vandalized during the course of the day (broken windows and flat tires). What do you do???

"[illegible] LUNCH" - Ah - it's finally time for lunch. You admit, cafeteria food isn't the greatest, but it's food and you're starved! And afterall, it cost you 45 cents plus. . .

The guys at the next table are having a great time playing catch with their oranges and apples, but why let their "childish games" bother you - you're hungry.

You're all ready for your first bite and discover you've forgotten a fork - so you get up and go get one.

When you return, you discover an orange has landed in your mashed potatoes. Your gravy is all over the table and your peas have been scattered as well as your fruit cocktail, etc. . . .

You look around. All is quiet and no one seems to know who did it. What do you do???

"YOUR RECORDS" - You are studying muscial artists and their lyrics in your English class. Your teacher has asked you to bring in your favorite records to listen to and share with the class.

You bring yours in on Tuesday and put them on the desk with the rest of the records. During class, there is a fire drill. Everyone files downstairs and outdoors.

When you return to the classroom several minutes later, your records are gone. No one admits to knowing their whereabouts.

Mr. Smith, the custodian, has been standing in the hall the whole time and says no one entered or left the room during the fire drill. Now you know it was someone in your class. What do you do???

"YOUR PROJECT" - You've been working on quite an extensive project in lab for several weeks now. You've spent many hard hours preparing this display and will soon be ready to present it to your teacher for a grade. At this point, you are really quite proud of yourself.

Suddenly, you see two classmates clowning around. One pushed the other - he trips - and SMASH #!/?#%9**) - there goes your project all over the floor in a million pieces. . .

You're furious and heartbroken at the same time. The two were your friends, but there childishness has destroyed your pride and joy. What do you do???

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL

"REGARD FOR OTHER PEOPLES PROPERTY"

Disregard for the property of others, seems to be growing among all age groups in our society. It's ugly head surfaces in many different fashions.

In our school many students invest, or their parents invest large sums of money in tools, equipment and uniforms. The school board has invested a large amount of money to purchase equipment and supplies for our students to use in learning the skills they came to Vanguard to secure.

We have many instances of petty thievery in our laboratories where something belonging to students or school or customers comes up missing.

1. How should we regard the property of others?

2. What are your responsibilities when you use other peoples property?

3. What is the cost factor if you carelessly handle school equipment and damage it?
   Each instructor can use their own examples.

4. What is a good citizen attitude toward the property of others?

DEMOCRATIC RESPONSIBILITY WITHIN THE SCHOOL

"DO YOUR SHARE"

Student's role as a contributor in class and school.

1. All students are either contributors or non-contributors.

2. A student may be a contributor with one action and a non-contributor with another action.

3. What is a contribution?
   - a. An action or spoken word that adds to the over-all benefit of all students, teachers, etc.
   - b. An attitude towards any effort or activity.
   - c. A contribution is a positive force.
   - d. A contribution is constructive - it builds rather than destroys.

4. Of what value is a contribution?
   - a. At least one person will benefit from a contribution - physically, emotionally, or intellectually.
   - b. Tangible effects are accomplished by contributors.
   - c. Contributions are generally well-regarded.

Examples of contributions:

1. Picking up a scrap of paper.

2. Being quiet when requested.

3. Giving a friendly greeting to classmates and staff.

4. Reporting destruction and encouraging non-contributors to contribute.

DEMOCRATIC RESPONSIBILITY

Regard For School Property

Objective:

To discuss and develop an understanding of why it is tant to protect school property.

General stions:	Directed Questions
What is property? a. Personal property b. Public property	How do you maintai -personal property? What regard do you for someone who attempts t or destroy your persona erty?
What is it that people don't feel as strongly about defending public property as their own personal possessions?	Possible reasons: a. Don't car b. Afraid c. Don't realiz e d. Think it's f
Speaking strictly of the school community, what is the effect of carelessness and disregard?	What are some of t s that people exhibit car ess and disregard? a. Vandalism b. Theft c. Sloppiness d. Carelessness ndling equipment How does this hurt est of the school communi a. Additional ust be instituted t ent such future acts b. Money must b rted from providing ad al educational facil to merely replacing or ring those we already h c. School perso ecome extremely watc or such destruction, t re, taking time away fr e important activities d. Students are d the use of stolen or ed equipment.
What can we do?	Actions and attit a. Be careful b. Realize we a this public prope c. Be critical se with careless act nd attitudes d. Report damag iediately

DEMOCRATIC RESPONSIBILITY

Regard For Other People's Feelings And Freedoms

Objective:

To discuss and develop an understanding for the feelings and responsibilities of other members within the school community.

Consider this statement: "No man is an island, in and of himself"

General Question:

Are your relationships and attitudes about each of these groups of people based on human feelings and personalities, or are they based on your preformed opinion of what "that kind" of individual is like?

Discussion Topic:

Go through each of the categories of people within the school and discuss the "unpleasant aspects" of their jobs and how we might be tempted to judge the nature of their personality by their carrying out of their job responsibilities.

Directed Questions:

How would you evaluate your relationships and attitudes towards the other people you come in contact with during the school day?

Do you accept the idea that you affect and are affected by every person you come in contact with?

Persons you come in contact with almost every school day:

a. Classmates within program
b. Students in other programs
c. Your program and academic instructor
d. Other instructors
e. Administrators
f. Custodians
g. Cafeteria personnel
h. Secretarial personnel

It is a good thing to remember that people's personalities usually influence their choice of a job, and not that their job dictates their personalities.

If you will look at "Mr. Jones, the individual, and not Mr. Jones, the custodian," you may realize that he, like yourself, has feelings and emotions other than those immediately connected with his job.

LESSON PLAN

Democratic Responsibility in the Family
Program

Unit

Instructor

Lesson Plan Date (s)

I. Title (Operation)

"Respect for Property of Peers"

II. Objectives:

To Teach Respect for Property

III. Teaching Aids (Equipment or Materials)

IV. Reference:

V. Preparation:

VI. Presentation:

What (Topics or Operation Steps)	How (Key points to Remember, Do or Say)
1. What does respect mean?	1. Get student answers.
	2. Get dictionary meaning.
2. What should one's feelings be toward peers in the family?	1. Define peer
	2. Bring causes that make for hard fee among peers in the family.
3. What are the responsibilities of each, in regard to the others property?	
4. Seek out personal experiences of students or make up some imaginery situations that illustrate respect for property.	1. Show values gained by caring for ot family members property.

DEMOCRATIC RESPONSIBILITY IN THE FAMILY

"Respecting Peers"

The family tradition has been a very strong part of our American Heritage. Families have through their respect for each other and willingness to work together have been responsible for the growth of some of our industrial giants.

Within our family structure we have a variety of peer groups, parents-children, aunts, uncles, cousins, etc.

1. Discuss the impact on the children, when parents have a severe disagreement?

2. What happens in the family when one parent criticizes the other for disciplining one of the children?

3. What happens to the family when the children have vocal or physical fights at home?

4. What should be done by all to prevent open conflict in the home?

5. Discuss with students what ways they should show respect for peer groups within the family.

DEMOCRATIC RESPONSIBILITY

Family Resources

Objective:

To discuss and develop an understanding of what family resources are and what responsibilities the student have for them.

General Questions:

What are resources?

- All things that make up your wealth or potential wealth. Things you have that are of value.

What can you, individually, do to be responsible for family resources?

- a. Don't spend family money foolishly
- b. Cooperate with the rest of the family
- c. Respect the rights and property of everyone in your family
- d. Help in caring for family resources

Directed Questions:

What are your family's resources?

- a. Home
- b. Car
- c. Money
- d. Clothing
- e. Furniture
- f. Lawn
- g. Personal items

What are the responsibilities that the individual members of your family have for providing and maintaining the family resources?

- a. Earn money
- b. Take care of clothing, furniture, yard, etc.

What happens if just one member of the family neglects his responsilities to the family resources?

DEMOCRATIC RESPONSIBILITY

Communication Integrity

Objective:

The students should be able to list some of the basic causes of conflicts between parents and children during maturation. Be able to analyze and discuss the meaning of communication.

Questions.

What are some of the basic causes of misunderstanding between parents and children during the teen years?

- a. Young people's right to grow
- b. Parents right to be concerned and responsible--
  - 1. to grow to be a responsible adult by practicing in care of car, understanding dating, hours, clothes, and hair

Discuss four ways to develop and maintain good communication within the family.

- a. Both sit in quiet room by themselves and discuss problems
- b. Discuss responsibilities of both
- c. If a conflict occurs discuss possible solutions
- d. Discuss the obligations of the child and parents
- e. Discuss that independence means responsibility
- f. Discuss cooperation is a must in a family

DEMOCRATIC RESPONSIBILITY

Respect For Parents

Objective:

To develop in the student a basic understanding of respect to parents and its value in the family system.

General Questions:

What is respect?

What factors should be considered in respect for parents?

Why should we, as children, respect our parents?

Directed Questions:

What factors lead to respect for a person?

Why is respect important in a one-to-one relationship?

Examine thes areas:

a. Money spent on children
b. Respect shown child by parent
c. Values and morals of parents--are they accepted by child

What hardships did our parents have to overcome to be where they are today?

As a member of a family, what degree of respect should we show other members of the family?

Role Playing:

Create the following situations and have one member of the class play the role of the parent and one the role of the child.

1. A discipline situation for violation of a parent's rules (household chores, curfew, etc.).
2. An attempt by friends to go against your parents or their rules.
3. A situation of a serious illness or death of a parent--result need for a child to assume the role of mother or father.

DEMOCRATIC RESPONSIBILITY

"REGARD FOR INDIVIDUALS IN THE COMMUNITY"

Objective: To show the students the role they play in their associations with people within their community.

General Questions:

1. Who are the people in your community?
    a. Neighbors (young and old)
    b. Business Owners
    c. Service People (police - fireman, etc.)

2. How do you treat each of the above?

3. What benefits are gained by being sociable with people in your community?

Directed Questions:

1. What happens if you are nasty to your neighbors?

2. If the local hardware burned, how would you feel? (Use any business in place of hardware.)

3. What would you do if some of the neighbors homes were damaged severely by a tornado?

4. What has happened in some communities when catastrophy strikes?
    a. Vandalism
    b. Plundering
    c. Ransacking, etc.

5. Why are small town communities considered a better place to live, than large city communities?
    a. What makes it that way?

DEMOCRATIC RESPONSIBILITY WITHIN THE COMMUNITY

"Regard For Other Peoples Property"

Property, what is property? As we generally think of property we think of something we own, have posession of, i.e. car, home, clothes, etc. To gain property generally takes some money. Most citizens in our community have had to work many hours to secure the money to gain the property they have.

To take the idea of property in the community one step further, lets look at community property.

1. Make a list of property that is owned by the community.

2. How did the community secure this property?

By answering the above you should have come to the conclusion, that community property is generally secured by money raised from taxes (the people).

3. What problems arise when you damage or destroy property of people in your community?

4. What actions can people take to cut down on the destruction of community property?

5. What benefits are derived by good citizenship in our community?

DEMOCRATIC RESPONSIBILITY IN THE COMMUNITY

"CONCERN FOR THE COMMUNITY"

The quickest and most effective way for young people to become involved in activities is to get interested in the community in which they live.

There are a great many things you can do for your community if you will just take time to become interested in the neighborhood you live in.

1. What are some activities that take place in your community? How can you help or promote these activities? Some examples of activities are, Big Brothers, Blood Bank, Little League, Sugar Creek Ditch Project (conservation) and recreation programs.

2. What local government projects are of concern to the people of your community? What part can young adults play in these projects? You have a variety of communities represented in your classes you should get some good examples. If you receive none you have apathy in your class and this is what we don't need.

3. What services does your community lack? How can the young people promote these services? Maybe you should ask, what services does a community need?

DEMOCRATIC RESPONSIBILITY

Value Setting In The Community

Objective:

To develop an understanding and to discuss why all people's values in the community can be either an asset or a liability to the community.

General Questions:

What is the best thing your community has going for itself? (The instructor might list some of the answers on the blackboard.)

Why do some people place higher values or priorities on different items?

How would you go about correcting a liability (fault) of your community?

In what ways might one sacrifice his self-interest for the benefit of his community?

a. By taking an interest in things that can help it
b. By being a full time citizen
c. Convincing others that they should take part
d. By setting your own values for a good community and following them.

Directed Questions:

Why are these valuable community assets?

How would you go about convincing older people of the need for supplying the youth of the city a recreation center? (Maybe as a means of lowering juvenile crime.)

a. By organizing school clubs
b. Through church groups
c. Fund raising campaigns
d. Local civic organizations

DEMOCRATIC RESPONSIBILITY

Make Your Own Way In The Community

Objective:

To discuss why it is important to be a good citizen and be interested in what is happening in the community.

General Questions:

Why should everyone share in the responsibility of building a good community?

Why do people sit back and "let the other guy" do the job of bettering the community?

What happens when the people who "run" the Government in the community seek "self-glory?"
   a. Explain (discuss) what is meant by "self-glory"

Directed Questions:

How should you go about establishing your self in the community?

Do you know who is responsible for planning and operating your town or city?
   a. The name of the mayor?
   b. President of City Council (town)?
   c. Members of Council?

How do you feel about the people who manage your community? (Discuss feelings--using examples)

How would you go about changing some of the negative aspects of your community?

What are some specific examples of events that have made your community look bad in the eyes of others?
   a. Auditor
   b. E.M.S.
   c. Clerk of Courts

How does this hurt the image of the community?

What Can We Do?

1. List names of Mayor, City Auditor, City Council members, Soliciter, etc.
2. Find out how city government is elected and managed
3. Attend city Council meetings
4. Attend school Board meetings to find out what is taking place
5. Get involved in community activities (e.g. Jaycees, Y.M.C.A., Mental Health, etc.)
6. Have Town or City Council man talk to your classes

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"PEOPLES VALUES IN GOVERNMENT"

Objective: To determine what are the important values we the people are important in our government.

1. Many governments have accepted a committment to help the impoverished nations to free themselves from the bondage of want. Young people especially seem to realize the U.S. is not made up of a citizenship separated by some mysterious distinction from the rest of the world. They have a feeling of oneness in human development.

   a. What can our government do to aid the underdeveloped and poor countries of the world?

   b. Shoudl we continue to pour money and food into these countries?

   c. How do we go about taking care of our own poor families?

2. A grave problem recently emerged in our nation's capitol, that being the sex scandals involving our congressman.

   a. What are your opinions of the sex scandals involving our congressman?

   b. Do you feel our morality is sinking to a lower depth than ever in our history?

   c. What code of conduct should we expect from our leaders?

Discuss the moral code of society today as compared to what it was like 25 - 30 years ago. Get the students to think about their standards, are they high enough?

LESSON PLAN

Program

Unit

Instructor

Lesson Plan Date(s)

I. Title (Operation)

Voting

II. Objectives:

To discuss and understand the importance of each person's right and responsibility to vote.

III. Teaching Aids (Equipment or Materials)

IV. Reference:

V. Preparation:

VI. Presentation

What (Topics or Operation Steps)	How (Key points to Remember. Do or S
General Question: Voting -- a right or responsibility?	Direct Questions:
Discuss difference between right and responsibility.	Why were we given the right to vote?
	Why was the right to vote age lowered to eighteen (18)?
	What affect does a voting age of 18 ha on you students?
	Is it your responsibility to exercise right to vote?
	Why -- Why not?

VI. Presentation (continued),

What (Topics or Operation Steps)	How (Key points to Remember, Do or S
Comment: Should we be allowed to criticize those voted into office if we do not vote --?	
General Question: How do you become a responsible voter?	**Open for Discussion:** Suggested Ways - 1. Register at age 18 (have info on where and how to regis available) 2. Become aware of people and issues on ballot. How? - rallies newspaper read other literature talk to others
General Question: Why is your one vote important?	Discuss

VII. Application (Practice):

VIII. Method of Evaluation:

Next lesson is:

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"PROMOTE GOOD PRACTICES"

In the not to distant past our country was racked with the painful experience of "Watergate". It was a staggering blow to a proud people of a great country to have this dark cloud hanging over us. This is in the past and it is now our responsibility to go forward and bring back the integrity in our system of government.

Objective: To discuss and develop some good practices for all to put into use as good citizens of our state and nation.

1. What is the effect on society if all citizens obey the laws voluntarily?
2. What are some troubled areas in our state and what can you do to improve it?
3. What would you do, to improve our foreign policy?
4. What are some good work habits to develop as an employee? How are these beneficial to all concerned?
5. Do you believe in quality versus quantity in production of work? Discuss the merits of both.

"They did," said Jordan. "They had been told repeatedly to use only wooden ladders in places like that, and there were plenty of good, safe wooden ladders in the same room where they found the aluminum one. They endangered themselves because they failed to follow orders."

"On the contrary," said the inspector." "It was you who endangered them.".

"In what way?" asked Jordan with a puzzled look.

"The law says you are not to furnish your employees with dangerous materials," was the answer. "And in leaving that ladder where it could be found and used, you did exactly that. That is a violation, and I must cite you for it."

Jordan saw red. "Just how far are we expected to go anyway?" he thundered. "We provided safe equipment, we established rules for its use and we did our best to make sure they were observed. What else are we supposed to do?"

"You are not supposed to supply unsafe equipment," the inspector answered firmly.

Jordan was still fuming. "There must be some limit . . .," he sputtered. "These men aren't babies. We shouldn't have to lead them by the hand. We do everything we can, but at some point they have to take responsibility for their own safety!"

"If there is such a point, it does not apply to this case," the inspector said, maintaining his official-looking calmness. "Your responsibility definitely extends as far as having that unsafe ladder avalable in a place where it might be used."

"Well, if you write me up for that, you'll have a fight on your hands," Jordan threatened.

"Then, it looks like I'm in for a fight," said the inspector, and he began to fill out the citation sheet.

The company did take the case to OSHA court, arguing that the firm had in fact taken all necessary steps to offer its employees a hazard-free environment. The danger was well known, the company pointed out, both by management and the employees who had been constantly reminded of it. The proper equipment was available, and the employees were under orders to follow the safe and accepted procedures.

The employees themselves climbed into a dangerous situation, the company argued. It was they, not the company, who had created the hazard.

The judge, however, upheld the inspector's citation and penalty. The safety steps taken by the company were proper and necessary, he agreed but they still did not go far enough. They still did not relieve the company of its responsibility not to furnish employees with dangerous materials. leaving a metal ladder in a place where the two men might find and use it, the judge rules, the company did in fact offer them an unsafe item.

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"SAFETY"

Objective: To discuss reasons for safety and students' role in safety process.

There has been a great deal of emphasis placed on safety since the passage of the Occupational Safety and Health Act. Our workers have been working, in many cases, under poor and hazardous conditions.

'It's Your Responsibility'

Supervisor Cliff Waters watched nervously as two of his men climbed a ladder to a catwalk near the roof of the plant. Something was wrong, but he couldn't quite put his finger on it ...

Then suddenly it dawned. The men, Ted Randall and Art Landry, had brought an aluminum ladder out of the tool shed. And a high-voltage power line dangled dangerously within inches of the metal ladder.

"Hey, you two," Waters shouted. "Get down from there and use a wooden ladder. You know you're not..."

But his warning came too late. As Landry reached for a handhold on the platform, the ladder slipped slightly, making direct contact with the exposed power line. There was an ominous blue flash, and Landry fell lifelessly to the floor far below. Meanwhile, Randall who was a;ready on the platform, had tried to reach out to stop the falling ladder. He was now holding a painfully burned hand.

Landry was pronounced dead a short time later. Waters and Plant Manager Tom Jordan were part of a morose group that gathered to hear the sad report. "I couldn't tell for sure whether it was the fall or the shock," the doctor explained. "Either one of them could have done it."

"What were they doing with a metal ladder up there?" Jordan asked. "We don't permit that, do we?"

"No, we don't," Waters insisted. "It's been a hard-and-fast rule from the year One. We've posted notices about it and told the men over and over again, no metal ladders around high-voltage equipment. I don't know how else I could have gotten the word across. But they went out and did it anyway. I guess you could say they bought their own troubles."

"I'd say you're right," Jordan agreed, "as long as you're sure you made the message clear. Let's hope the federal inspector sees it the same way."

The OSHA inspector assigned to investigate the accident did not see it that way. "Who provided those men with a metal ladder?" he asked.

1. Is management right? Is the inspector right? Discuss with the class their reactions.

2. What are the tragic after effects of this accident to the Landry family?

3. What are workers safety responsibilities on the job? Each program should have a great deal of variety with this question--Insert the comment at this time.

DEMOCRATIC RESPONSIBILITY IN STATE AND NATION

"DO YOUR SHARE"

"Society" as it is used in this lesson is the kind of life we live in organized communities, where interests and purposes are common to all.

There is no stereo typed way of being unselfish. Every person in a free society can help in his individual way to shape it; that is what sets him apart from those in a slave society. He has the opportunity to contribute ideas, opinions, interest and abilities. Giving service, and not putting on a show is the distinguishing feature of the good member in society.

1. What can citizens do to contribute to their state and nation. Have students make a list - compare it with the teacher's list.

   It is through action that we become part of the setting around us and participate in the transaction of living. If we wish to develop into fully participating human beings we can do so by locating a social need and offering to help it is in our power to give. Longfellow put it this way: "Give what you have. To someone it may be better than you dare to think."

   You may wish for a sense of accomplishment, for the adventure of something new, for a change of pace from the work a day world or for self-expression, or you may simply wish to belong.

2. What are some groups a person could join to become active in a volunteer way?

3. What vocations can a young person get involved in, to take an active part in the social aspects of our society?

4. What are the purposes of our voluntary organizations? Make a list and have some research for extra credit.

DEMOCRATIC RESPONSIBILITY

"Do Your Share In State And Nation"

Objective

To explain and discuss the responsibilities each citizen of the United States has toward their State and Nation

General Questions

Why Is there a State and National Government?

1. Unity
2. Safety under the law
3. Protection

What Rights of the Citizens are protected by the Constitution (Bill of Rights)

1. We have Rights to protect us but we also have responsibilities to our fellow citizens not to violate his rights in trying to express what we think is our own.

   "Freedom is not the right to do as you choose but the liberty to do as you ought."

   Such Rights as Search and Seizure, Free trial no curel or unusual punishment and bear arms are all guaranteed by the Bill of Rights.

   However, if one person chooses to house illegal drugs which can harm the community and its people who choose not to use drugs (which is the greater majority).

Directed Questions

1. How does National Government effect you as an individual?
   a. Defense
   b. Taxation
   c. Regulations e.g. OSHA - EPE
   d. Party Politics - Rep., Dem.
   e. National Elections

2. Citizen Responsibilities
   a. Defend its Nation's shores
   b. Pay its Nation's debts (tax)
   c. Obey its laws
   d. Register and vote in all State and National Elections
      1. Seek out the best candidate
   e. Respect community laws. Both written and socially expressed. (e.g. Have children off streets at dark, etc.)

General Questions	Directed Questions

What State laws affect us directly?

Laws regulating education:

1. States Regulate laws controlling schools such as requirements, and other school regulations

Legal Age Laws:

States have followed the 26th Amendment to the Federal Constitution by reducing legal age laws from 21 to 18. Ohio has given full responsibility of an adult to 18 year olds, however, regulates their consumption of and ability to legally buy alcoholic beverages over 3.2%.

Traffic Laws:

Each citizen has a responsibility to his fellow citizen to obey traffic laws. Stop signs, traffic lights, quiet zones, school zones, etc.

Many lives are lost yearly due to lack of caring for traffic laws and the life and limb of fellow citizens.

Voting:

Voting in National elections is not enough. Corruption and bad government can also fester on a local level. Note in all elections. There is no excuse for not getting involved in local, State, and National politics. Lack of initiative and awareness of the issues confronting our society is political suicide. If the State is to function properly, we are the ones which must make it function with our vote.

What can be done to insure social citizenship?

1. Defend your nation in both peace and war.

General Questions	Directed Questions
2. Do not believe all that you read or hear out of the news medias until all facts have been debated and researched. Do not stereotype Government as being all crooked.	
3. As technology advances we as citizens should be more aware of what government is doing. So our rights are not voted away and replaced by regulations.	
4. We have a responsibility to be educated in the ways the Government functions because it is only through lack of ignorance that we can succeed in keeping big Government out of our private homes.	
5. We must be responsible individuals with our relationships with our families, friends, wives, and husbands. The whole secret to a good state and national government is everyone having good personal relationships with their fellow citizens.	

Responsible as citizens (members of a community or group)

Responsible Americans (members of a single unit under a single flag with a single purpose. Liberty for all who choose it.)

GUEST SPEAKER

MARY CONWAY KOHLER
Director
National Commission on Resources for Youth
New York, New York

Involving Youth in Decision-Making

AT THE NATIONAL Commission on Resources for Youth we study hundreds of projects where youth contribute to their communities—we call them Youth Participation Projects. In many we find that youth are used only as project peons, though they could easily be used as project chiefs. The disparity between their effectiveness in the two roles is a measure of the disparity between young adults as we *do* see them and young adults as we *could* see them.

In every community there is a natural match between the yearnings of the young for significant roles and meaning and the needs of the community. Indeed, teenagers are often the only people in town with the energy, time, courage, and idealism to tackle increasingly familiar problems such as dirty rivers, lonely or confined people, vanishing cultures, addicted peers, unloved children, and exploited consumers.

And the young benefit from this work: teenagers need to test their worth and to see that they can make a difference in the lives of other people. Volunteer programs not only offer settings in which young people can develop the strength and capabilities required for adulthood, but they are a direct route to maturity, provided that the volunteer placement is challenging and is considered of worth by the community. Treated as serfs, young people are likely to revert to the familiar childhood patterns: short attention span, indifference, and absenteeism. Used as decision-makers in any community project, youth will respond as leaders. Why are we surprised?

Here are four constants we have found in the most successful of the 1,000 Youth Participation Projects in our files:

- The best programs always involve young people in planning and decision-making.
- The best projects give them real responsiblity for which they are held accountable.
- The work meets a genuine community need and involves working relationships with concerned adults.
- The program has a built-in learning component with time set aside for discussion of and reflection upon the experiences of the teenagers.

Studies of adolescent development make it possible to isolate some of the more important adolescent needs which can be affected by participation in volunteer programs. For instance, adolescents need to:

- Develop and test values through opportunities for commitment, reflection, and exposure to different points of view.
- Experiment with adult roles and to explore adult possibilities in life-styles, careers, and philosophies.
- Be accepted as responsible members of a group.
- Test their competence in carrying responsibility for work which affects other people: to succeed and even to fail, if need be, while they are still under the supervision of an understanding adult.

Too often, under the pressure of economics and inadequate leadership, the newly enlisted young volunteer is badly used. Take two contrasting cases, Roger and Janet:

> Roger helps out in a day care center. Twice a week, he shows up at the center and is given his assignment for the afternoon. Sometimes, he watches the children on the playground: sometimes he serves the afternoon snack or cleans up after the arts and crafts period. His work frees the day care teachers for other activities but involves only a fraction of Roger's capabilities. Beneath his pleasantness, he is bored.
> Janet also works in a day care center, but under the condition that once a week, she will plan and carry out an activity with a small group of children. Janet has invented many games to teach the children: one to help them distinguish colors, another to help them understand height. Occasionally she has taken them on "safaris" in a nearby park. In the process of her work, Janet has developed a strong attachment to Johnny, a three-year-old who rarely speaks. In a seminar where she meets with his teacher and other young people who also work in day care centers, Janet has discussed ways of helping Johnny.

In the second setting, the volunteer is asked to take responsibility for another person. Instead of depending upon the supervising adult to identify Johnny's problems, Janet is encouraged to explore the child's feelings and difficulties, and to devise her own methods for dealing with them.

A primary characteristic distinguishing youth participation from routine volunteer work is the accepting of responsibility for making decisions. Challenging young people to analyze social problems and suggesting solutions not only gives them a stake in the work and intensifies their commitment, it also acknowledges that they are capable of intelligent and purposeful action. Young people need to know that this is expected of them. It helps them grow and satisfies their expanding need to be needed.

(Continued on inside back)

GUEST SPEAKER
(Continued from inside front)

Decision-making can enter the volunteer process at several points. Young people should be allowed to choose the kind of volunteer experience they want. To do this they must have solid information about the options available. Sometimes a catalogue of placements is maintained by a teacher, school counselor, or youth worker. Even better is the idea that young people themselves compile information on projects needing volunteers. For example, at The Switching Yard, a California youth program which places 500 volunteers a year, teenagers maintain a file of about 100 possible placement sites. Three students "beat the bushes" to find these placements and help their peers to enlist in them. The files are kept well up-dated: when a student finishes a placement, he writes a description of the work to guide the next volunteer.

The richest opportunities for decision-making arise when young people themselves develop a project, without depending upon an agency to channel their efforts. Such projects are less common, but have a special air of excitement about them. For example, in New York City, a group of high school girls undertook to protect their peers from further experiences of unwed parenthood by initiating an information service on sexuality and birth control. These young women had to figure out how to get funding, how to win acceptance from the school system, and what to include in their program. Frequently, they called upon adults to help them. But it was the young people who determined what they needed and who would help.

Often adult help can be provided through a seminar, a setting where the young people evaluate their own response to what they are doing. Without a specific time for reflection, the experience may remain on the surface of the young person's life—one experience among many, without special meaning or relevance. If led by sensitive adults, seminars can help students to identify the students' own needs and interests, as well as to reflect and gain perspective on the larger implications of their work. Seminars allow the students to examine the experience, and supplement it with study of relevant subject matter. In addition, seminars which bring together young people from different volunteer projects can provide a forum where they can describe their own work and hear about the experiences of other people in other settings.

Since young people are interested in career choices and have few realistic sources of information, this interchange may result in more knowledgeable decision-making about jobs and education. Seminars may also provide training for particular on-the-job tasks. Young people are often assigned to menial work because they lack the skills that would qualify them for more interesting and challenging positions. The leader of a seminar may help students overcome these deficiencies before placement. For example, young people at an archaeological dig might request specific training on excavation techniques; volunteers at a nursing home would benefit from a seminar on the psychology of aging, and youth in a media center might spend a seminar learning to operate videotape equipment.

The quality of youth participation projects depends a lot upon the adult, who offers support to the students and provides a liaison to the work site. He or she must always be conscious of the quality of the experience from both the point of view of the student and of the community agency. Instead of organizing projects and assigning roles, the adult leader draws from the young people their own talents and helps them to assume the role of decision-maker. It is essential that adults in youth participation programs create an environment of trust where young people are not afraid to assert themselves, to take chances, and even to fail. Most of all these adults must communicate their faith that young people can act effectively.

Sometimes the adults who believe this most fervently are themselves young. College students, are able to help high school students organize programs that might, for example, benefit elementary school students. A wonderful example of this multi-level approach to volunteer work occurs in the Center for Educational Development at San Francisco State College. Here college students train and supervise high school students who work with younger children.

Finally, a youth participation program which is to have real benefit for young people must meet a genuine community need. Young people are justifiably impatient with made-up work whose ostensible purpose is to keep them out of mischief. Once there is acceptance of the fact that young people have the capabilities for responsible action, commitment, and concern, then the possibilities for volunteer work are limitless.

Volunteer work can be a good antidote for an epidemic of personal isolation and alienation which is spreading in our society. Emphasis on "individualized learning" and "getting one's own needs met" can be beneficial, but there should also be opportunity for work which benefits people other than oneself. In a recent essay in *Harper's* magazine, Peter Marin addressed these concerns. He argues that ". . . human fulfillment hinges on more than our usual notions of private pleasure or self-actualization. Both of these in their richest form are impossible without communion and community, an acknowledgment of liability, and a significant role in both the polis and the moral world."

It is this significant role, so necessary for human wholeness, that is noticeably missing in the lives of many American young people. Youth participation places young people in a setting where their caring matters and their contribution is valued. ☐

LESSON: Introduction

OBJECTIVE: The student will gain understanding of what is meant by Work Ethics and to begin to formulate personal values of Work Ethics.

METHOD: However you wish to teach them to be effective. Examples: Lecture, Role Playing, Question and Answer, Discussion.

REFERENCE: "When you received information about Vanguard in your home school, when you signed up to come to Vanguard and again during orientation you probably heard that the main purpose of the programs here is to train students for entry level positions in the employment market. You are receiving the skill training in lab and related. But did you know that to be employable even at the entry level requires more than skill in your chosen field? It also requires the proper set of values or Work Ethics to make you a valuable employee. What are Work Ethics? Work Ethics are those practices which allow you to give your employer an honest day's work for the pay such as being on time to work. How many more can you think of?"

(Allow for class discussion -- list their ideas on the board or on overhead. Keep list the students come up with for future use. Instructor may suggest ideas if class gets bogged down).

EXAMPLES:
1. Report to work on time
2. Not wasting materials or time
3. Putting forth best effort
4. Demonstrating pleasant attitude on the job
5. Showing respect for fellow employees
6. Taking good care of equipment
7. Practicing recommended safety procedures
8. Not bad-mouthing the company
9. Being honest
10. Keeping work areas clean/uncluttered, etc.

LESSON: Job Housekeeping

OBJECTIVE: The student will learn the value of cleanliness/orderliness on the job.

TIME: Twenty-five minutes

REFERENCE: The instructor will tour the lab with the class, point out areas and/or items that need improvement. This is to be followed by an instructor explanation of the value of cleanliness/orderliness.

A. Safety (i.e. a wrench left by a car after a tire change could cause a mechanic to slip and fall or failure to wipe up a spill in the kitchen could have same results)

B. Efficiency (a job can be done more quickly when the tools or equipment can be readily found)

C. Cost (dirty tools deteriorate faster -- i.e. rust, corrosion. Also misplacing results in unnecessary duplication of tools and equipment)

D. Customer Relations ("if he doesn't take care of his own equipment, how will he treat my car" or this office looks so sloppy, their work probably is the same -- I'll go elsewhere")

LESSON: Job Safety

OBJECTIVE: The student will learn the value of correcting safety hazards on the job.

TIME: Twenty-five minutes

REFERENCE: Same as Job Housekeeping except the specifics should include:

A. Personal injury (shock from a cord lying in water; falls caused by boxes or other items in walkways; cuts or bruises caused by safety shields not in place or by trying to do repairs with a machine running, etc.)

B. Injury to others (not reporting a malfunctioning piece of equipment unsuspectantly endangers anyone else using it)

C. Personal cost (Loss of time as the result of injury and medical expenses)

D. Company cost (loss of services of injured employee; equipment replacement as result of accidental damage; paperwork needed for accident reports, etc.)

LESSON: Personal Appearance

OBJECTIVE: Students will learn value of appropriate appearance on the job.

TIME: Fifteen minutes

REFERENCE: The instructor will present a description of acceptable attire, etc. for on the job.

1. Shoes (including safety factors)
2. Dress/slacks/uniform, etc. (including safety factors)
3. Hosiery/stockings/socks
4. Hair (cleanliness and appropriate style)
5. Hands and nails
6. General personal hygiene
7. Make-up, cologne (not overdone)

LESSON: Avoid Wastefulness

OBJECTIVE: The student will learn that each employee has a personal responsibility in avoiding waste.

TIME: Fifteen minutes

REFERENCE: "The company has income, just as you have yours. It also has expenses and bills to pay; when they become greater than income, there is no profit. And without profits, the company cannot stay in business causing an end to jobs."

The instructor will then point out how the student can avoid wastefulness in specific areas.

e.g.	Business:	Do not throw away an entire sheet of typing paper when an error has been made at the top. Save for when a half sheet is needed, etc.
	Shop Area:	When a nut or bolt is dropped, pick it up and use. Don't just let it lie to be swept up with trash. Be sure to use all of a lubricant in a can; don't leave excess in can to be thrown away.

LESSON #6

LESSON: Job Trustworthiness

OBJECTIVE: The students will focus on predetermined notions about various occupations as far as being trustworthy.

TIME: Twenty-five minutes

REFERENCE: Students will complete questionnaire and then discuss responses as to "why" they hold that opinion as well as how do they think others view their occupation (program) and why.

* TRUSTWORTHINESS OF OCCUPATIONS WORKSHEET

Instructions: In 1971, a study was conducted at the University of Connecticut concerning attitudes toward the trustworthiness of twenty occupations. About 400 persons rated the various occupations according to the following instructions: "In their dealings with the public, can members of this occupation usually be counted on to tell the truth to the best of their knowledge, regardless of the reason? If you think they may deliberately lie or twist or distort the truth, it is not important for this rating what their reasons are." In spite of differences in age, occupations, sex, education, and locale of the raters, the respondents were remarkably similar in their assessments of the trustworthiness of the various occupations.

Below is a list of 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of trustworthiness as the sample of 400 persons did. Place the number *1* by the occupation you think was ranked as the most trusted, place the number 2 by the second most trusted occupation, and so on through the number *15*, which is your estimate of the least trusted of the fifteen occupations.

________ executives of large corporations
________ college professors
________ U.S. Army generals
________ clergymen
________ used car salesmen
________ physicians
________ labor union officials
________ lawyers
________ auto repairmen
________ law enforcement officials
________ judges
________ politicians
________ TV repairmen
________ psychologists
________ TV news reporters

Suggested reponses as to reasons for trustworthiness:

A. "Tells it like it is"
B. Is unbiased
C. Is consistent
D. Treats people equally
E. Is honest presentations
F. Does not "pad" bills or expenses
G. Does not use position for advantage
H. Presents opposing views also

* Reproduced from -
A Handbook of Structured Experiences for Human Relations Training, Volume IV
J. William Pfeiffer and John E. Jones, Editors
LaJolla: University Associates Publishers, Inc., 1973

LESSON: Teamwork

OBJECTIVE: The student will learn the value of working together with fellow employees.

TIME: Fifteen minutes

REFERENCE:

"Some people won't cooperate because they think they'll be taken advantage of and wind up doing more than their share. Others think someone else might grab the credit for their efforts. A few don't cooperate because they think that other people's work isn't as important as theirs. One excuse is as shortsighted as the other--none of them will help make you or your company a real winner." Yet, the success of any business operation relies on cooperation to get the job done. The repair shop of an auto dealership would be in trouble if the Parts Department wouldn't cooperate in ordering needed parts. The check-writing area of an office would have difficulty writing pay checks if the payroll department would not calculate a worker's hours.

The instructor will then indicate areas of teamwork found within the specific department or program.

LESSON #8

LESSON: Courtesy

OBJECTIVE: The students will strive to be more courteous both with superiors and among themselves.

TIME: Twenty minutes

REFERENCE: "Courtesy on the job can either hinder or help employee relations. So that we can look at those characteristics that others find annoying, each student is asked to make two lists. In one, list those things that classmates do that are annoying. In the other, list those little extras that makes a person especially nice to be around." DO NOT SPECIFY INDIVIDUALS.

Possible Responses:

Nice

- Friendly
- Cooperative
- Ambitious
- Helpful
- Cheerful
- Interested in others
- Calm
- Willing
- Neat
- Energetic
- Respectful

Annoying

- Prying (nosey)
- Constantly talking
- Complaining
- Uncooperative
- Lazy (not doing share)
- Snappy
- Short tempered
- Clowning
- Gossipy
- Sloppy
- Hyper
- Shirker

LESSON: Self Confidence

OBJECTIVE: The student becomes aware of his strong points as a step in building self confidence.

TIME: Thirty minutes

REFERENCE: The instructor will indicate strong point about two or three students as examples (i.e. Mary is always friendly; John never cuts down fellow students; Lynn is very enthusiastic). Then each student will write each other student's name on a slip of paper along with a positive characteristic about that student. The slips will be collected by the instructor, scanned for possible errors in following directions, then give to student who is being characterized. Students have opportunity to request explanation of comments, however, disclosure is not obligatory.

Some possible characteristics:

1. Neat appearance
2. Clean
3. Smiling
4. Ambitious
5. Sensitive
6. Caring
7. Supportive
8. Cooperative
9. Efficient
10. Stylish
11. Creative
12. Original

LESSON: Job Confidence

OBJECTIVE: The student will become aware of strong points in a job situation and thereby gain confidence.

TIME: Thirty minutes

REFERENCE: Same as "Self-Confidence" except that instead of personal characteristics, the items will relate directly to job skills and/or competence.

Some possible attributes:

1. Does work neatly
2. Cleans up after job
3. Is speedy/accurate typist
4. Handles tools skillfully
5. Does precision work
6. Completes jobs on time
7. Does not wait until told/seeks out work
8. Practice safety
9. Does good job of cutting/styling
10. Is patient with the children

LESSON #11

LESSON: Employee/Family Responsibility

OBJECTIVE: Students will identify their values relative to family/job responsibility.

TIME: Thirty Minutes

REFERENCE: Situation -- Mary and Tom are married and the parents of two year old Brett. Mary works at the local Health Department as a clinical assistant. Tom is a mechanic at a local auto dealership. Brett just came down with the chicken pox. Who should stay home and take care of him and why? What other details should be known to make a decision?

Possible Solutions:

1. If either parent has sick leave allowed to be used for family illness, that parent should stay home. If both are allowed to use sick leave that way, should be divided.
2. If neither parent allowed to use sick leave for such instances, possibly someone should be hired to come into the home, depending on the degree of illness.
3. If neither of the above possible, a decision should be reached on which employer can spare the worker more easily.
4. Possibly work schedules can be adjusted so care can be shared by both parents.

LESSON #12

LESSON: Valuable Employee Characteristics

OBJECTIVE: The student will focus on those characteristics that go into making a valuable employee.

TIME: Twenty-five mintues

REFERENCE: "A famous doctor once said, 'When I treat a patient, I try to imagine what kind of doctor that patient would like me to be. Then I try to be that kind of doctor.'

So let's sit in the employer's seat and apply that same measure to you. What kind of employee do you think a employer wants? Write down a list of things you think he might look for."

Allow approximately ten minutes for writing then discuss their responses.

Someone who:

Examples -
1. Promotes good company P.R.
2. Is prompt
3. Is neat in appearance and work
4. Follows safety precautions
5. Is not wasteful
6. Respects others' property (both company and private)
7. Is honest
8. Is pleasant to be around
9. Is cooperative
10. Puts forth extra effort to do a good job

LESSON: Pride in Occupation

OBJECTIVE: The student recognize professional organization participation as a means of developing pride in his chosen occupation.

TIME: Twenty mintues

REFERENCE: The instructor will introduce relevant professional organizations (and civic ones where applicable) then can aid the student in updating his knowledge, introduce that student to others in the same field for the purpose of learning, and aid the student in becoming acquainted with those people who can add to the chance for success in a given occupation.

Some possible points to include:

1. In-service training offered
2. Occupational Code of Ethics as part of organization purpose
3. Sharing of new ideas in occupation through meetings and publications
4. Opportunity to give (or receive) credit for outstanding service

LESSON: Customer Impression

OBJECTIVE: The students will learn how employee confidence can influence customer impressions.

TIME: Thirty minutes

REFERENCE: A student will be selected to be a complaining customer. The instructor will play the role of the shy employee, lacking in confidence (allow about two minutes). Replay same scene with instructor demonstrating self-confidence in the situation.

Discuss the following questions:

1. Why does the self-confidence of a person demand some degree of respect?
2. Why does the confident one seem to know more of what he is talking about?

Teacher should explain why knowledge of subject helps increase confidence.

1. Cuts down on need to "fake it."
2. Allows for concentration of efforts on explaining without having to search for answers.

LESSON: Redirecting Customer's Thinking -- with Tact

OBJECTIVE: The student will discover tactful ways of persuading customers that what they have requested is not best.

TIME: Thirty Minutes

REFERENCE: A customer comes in and requests that you replace the carburetor on his car (he is not sure that is what the problem is. In checking, you discover that the carburetor is okay but that the problem is elsewhere -- and cheaper to repair. Discuss possible ways of convincing him that the replacement is unnecessary. Or would you do the job requested even though he would be spending money foolishly. Difference programs may use different situations specific to their program.

Suggested responses:

1. Show him the damaged part and explain (using only as much technicality as you think the customer understands) why replacing it will take care of the problem.
2. Offer to guarantee the work at a fixed cost
3. Offer to let him have it checked by another mechanic
4. Explain that you feel the job is unnecessary and expensive but that if he insists, you will do the job.
5. At all times, be friendly - not hostile
6. Do not reflect a "know-it-all" attitude but demonstrate self-confidence
7. Take time to explain -- do not be abrupt

LESSON #16 & 17

LESSON: Ethics Clarification

OBJECTIVE: Students will learn to reach decisions involving their responsibility in cases of poor Work Ethics demonstrated by employers and/or fellow employees.

TIME: Fifteen minutes per situation

REFERENCE: The situations may be presented singly or in groups. Have the students write down their responses, allowing three or four minutes to respond. After the responses are written down, discuss the various responses and the good and bad points of each. Following each situation is one suggested appropriate response.

What would you do in the following situation?

Your work for a company specializing in repairs. They deliberately give very low estimates to get jobs, then add on many extras. As an employee, what would you do?

Response: Chances are that if it has been going on for quite sometime, they are not about to change. It might be best to quit and report them to the Better Business Bureau or other similar agency (sometimes the most ethical practice is not blind loyalty to an employer).

A fellow employer is provided an automobile for use on the job. He is also allowed to drive it to and from work (only). He is going to Michigan for a weekend of skiing. Since the company car has more luggage space than his own car, he decides to drive the company car. He invites you to go along. What would you do?

Response: Since the car is for work involved transportation only, to use it for personal use is the same as theft from the company. Perhaps the insurance coverage would not even be in effect. By agreeing to go, you would be an accomplice. Better decline the offer. (If he takes the car anyway, you should report the incident).

LESSON: Ethics Decision Making

OBJECTIVE: Students will clarify their priorities as they relate to job responsibility.

TIME: Thirty minutes

REFERENCE: Donna has a chance to go to Chicago for the week end with friends. She has been wanting to go for sometime. However, they plan to leave Friday at 11:00. She could ask for the day off without pay but it may be turned down. On the other hand, she could call in sick — after all, she still has five sick days left. Yet, Friday is the busiest day at the office and one co-worker is on vacation. Donna decides to ask for a half day off and come to work early so that she can leave at 11:00. The boss, impressed with her honesty, grants the request.

Discussion questions:

1. Donna was rewarded for her honesty. As a co-worker, would you have resented her being allowed time off? Why or why not?
2. If you worked for the same boss and a similar situation arose, would you be more inclined to be honest?
3. What should the boss have done if she had chosen to call in sick and the boss found out about the trip to Chicago?

Possible responses:

1. No. Because she was honest and she showed her good faith by coming in early. Sometime the shoe may be on the other foot.
2. Yes. The boss has demonstrated his respect for an honest employee.
3. (a) Had her pay docked.
   (b) Had her demoted.
   (c) Fired her for dishonesty.

LESSON #19

LESSON: Community image and job influence

OBJECTIVE: Students will see how an employee's image in the community can effect business for an employee.

TIME: Twenty-five minutes

REFERENCE: "A certain service station has a very good reputation. The owner hires two new mechanics who are noted in the community for their wild driving and general bad behavior. Even though the quality of work does not change business begins to drop. Why?"

Suggested responses:

1. Because of their general bad behavior customers are concerned over possible mistreatment of vehicles.
2. People do not want to associate with the particular employees.
    - (a) Damage reputation
    - (b) Avoid rudeness
    - (c) Lack of confidence in work
3. Etc.

LESSON #20

LESSON: Personal Evaluation

OBJECTIVE: The student will judge his own performance.

TIME: Fifteen to thirty Minutes

REFERENCE: Each student will be given an "Employee Evaluation Guidelines" sheet and will evaluate himself (circle the appropriate response). May be followed by classroom discussion about the various categories.

EMPLOYEE EVALUATION GUIDELINES

A. JOB PERFORMANCE

1. Quality of Work - The degree of acceptability of the work performed - accuracy - correctness of work done.
    a. Makes outstanding contribution - unusually accurate - work results outstanding.
    b. Does job completely and thoroughly - makes very few errors - work results above average.
    c. Quality of work equals that expected after normal training and experience - usually accurate - makes only average number of mistakes. Quality of work satisfactory.
    d. Sometimes inadequate to demands of job - careless - makes recurrent errors. Quality of work does not measure up to expected standards.
    e. Careless; needs constant supervision - makes frequent errors- work not satisfactory.

2. Volume of Work - productivity - the amount of work done.
    a. Consistently a top performer - superior work production.
    b. Very favorable - very industrious; does more than is required.
    c. Completes assignments in time expected - volume of work is satisfactory.
    d. Low productivity - does not meet minimum standards.
    e. Needs constant prodding - does not do enough work to justify employment.

3. Ability to follow directions - instructions - ability of employee to proceed independently with his work after being instructed what is expected - dependability.
    a. Follows established procedures with follow-up necessary - is an accurate worker when he knows what is expected.
    b. Follows established procedures with some follow-up necessary - employee proceeds with work independently, but supervisor recognizes the need to check up on work results occasionally.
    c. Needs some supervision with little follow-up - employee needs supervision, but work performance is normally satisfactory.
    d. Needs supervision and follow-up - must be supervised and checked more than average.
    e. Requires excessive supervision and excessive follow-up - requires an excessive amount of supervisor's time to see that employee knows what to do and does it adequately. Slow to catch on - unreliable.

4. The acceptance of responsibility (pressure, initiative, judgment)- willingness and ability of employee to accept the consequences of his own actions and decisions resulting from his job performance.

a. Responsible: independent performer - uses own judgment and makes decisions wisely. Seeks out situations requiring use of independent judgment.
b. Occasionally seeks added responsibility - sometimes seeks situations in which he must exercise independent judgment.
c. Generally accepts and discharges adequately - exercises an average amount of initiative required in his job, but does not look for added responsibilities.
d. Reluctant; half-hearted attempt - does not assume as much responsibility as required in his job.
e. Avoid; irresponsible - goes out of his way to escape responsibility - does not use good judgment in necessary decisions.

5. Effective use of time, equipment and supplies (resourcefulness, ability to organize) - effectiveness of planning and executing job duties.

   a. Superior in organizing; significant results - work results within his responsibility are excellent due to his superior planning and organizing.
   b. Plans skillfully; handles unusual situations well - plans well with effective results.
   c. Acceptable performance - plans and carries out plan satisfactorily, but does not demonstrate above average resourcefulness.
   d. Difficulty in determining priority of duties - work performance below average because he does not plan and use his time as well as necessary.
   e. Ineffective - poor planning results in unsatisfactory work performance.

B. INDIVIDUAL FITNESS

1. Personal grooming (hygiene, appearances, appropriateness of dress) - cleanliness and judgment in dress for work performed.

   a. Exercises extreme care in grooming and dress - unusually well groomed; very neat; excellent judgment in dressing appropriately for his job.
   b. Usual standards of grooming are high - careful about personal appearance; good taste in dress.
   c. Acceptable - generally neat and clean; satisfactory personal appearance.
   d. Occasionally needs to be reminded - sometimes untidy and careless about personal appearance.
   e. Fails to consider others - blunt, discourteous, antagonistic - creates ill will.

LESSON: Introduction

OBJECTIVE: The student will gain understanding of what is meant by Work Ethics and to begin to formulate personal values of Work Ethics.

METHOD: How ever you wish to teach them to be effective, examples, Lecture, Role Playing, Question and Answer, Discussion.

REFERENCE: "When you received information about Vanguard in your home school, when you signed up to come to Vanguard and again during orientation you probably heard that the main purpose of the programs here is to train students for entry level positions in the employment market. You are receiving the skill training in lab and related. But did you know that to be employable even at the entry level requires more than skill in your chosen field? It also requires the proper set of values or Work Ethics to make you a valuable employee. What are Work Ethics? Work Ethics are those practices which allow you to give your employer an honest day's work for the pay such as being on time to work. How many more can you think of?"

(Allow for class discussion -- list their ideas on the board or on overhead. Keep list the students come up with for future use. Instructor may suggest ideas if class gets bogged down).

EXAMPLES:

1. Report to work on time
2. Not wasting materials or time
3. Putting forth best effort
4. Demonstrating pleasant attitude on the job
5. Showing respect for fellow employees
6. Taking good care of equipment
7. Practicing recommended safety procedures
8. Not bad-mouthing the company
9. Being honest
10. Keeping work areas clean/uncluttered, etc.

LESSON #2

LESSON: Job Housekeeping

OBJECTIVE: The student will learn the value of cleanliness/orderliness on the job.

TIME: Twenty-five minutes

REFERENCE: The instructor will tour the lab with the class, point out areas and/or items that need improvement. This is to be followed by an instructor explanation of the value of cleanliness/orderliness.

A. Safety (i.e. a wrench left by a car after a tire change could cause a mechanic to slip and fall or failure to wipe up a spill in the kitchen could have same results)

B. Efficiency (a job can be done more quickly when the tools or equipment can be readily found)

C. Cost (dirty tools deteriorate faster -- i.e. rust, corrosion. Also misplacing results in unnecessary duplication of tools and equipment)

D. Customer Relations ("if he doesn't take care of his own equipment, how will he treat my car" or this office looks so sloppy, their work probably is the same -- I'll go elsewhere")

LESSON #3

LESSON: Job Safety

OBJECTIVE: The student will learn the value of correcting safety hazards on the job.

TIME: Twenty-five minutes

REFERENCE: Same as Job Housekeeping except the specifics should include:

A. Personal injury (shock from a cord lying in water; falls caused by boxes or other items in walkways; cuts or bruises caused by safety shields not in place or by trying to do repairs with a machine running, etc.)

B. Injury to others (not reporting a malfunctioning piece of equipment unsuspectantly endangers anyone else using it)

C. Personal cost (Loss of time as the result of injury and medical expenses)

D. Company cost (loss of services of injured employee; equipment replacement as result of accidental damage; paperwork needed for accident reports, etc.)

LESSON #4

LESSON: Personal Appearance

OBJECTIVE: Students will learn value of appropriate appearance on the job.

TIME: Fifteen minutes

REFERENCE: The instructor will present a description of acceptable attire, etc. for on the job.

1. Shoes (including safety factors)
2. Dress/slacks/uniform, etc. (including safety factors)
3. Hosiery/stockings/socks
4. Hair (cleanliness and appropriate style)
5. Hands and nails
6. General personal hygiene
7. Make-up, cologne (not overdone)

LESSON: Avoid Wastefulness

OBJECTIVE: The student will learn that each employee has a personal responsibility in avoiding waste.

TIME: Fifteen minutes

REFERENCE: "The company has income, just as you have yours. It also has expenses and bills to pay; when they become greater than income, there is no profit. And without profits, the company cannot stay in business causing an end to jobs."

The instructor will then point out how the student can avoid wastefulness in specific areas.

e.g.	Business:	Do not throw away an entire sheet of typing paper when an error has been made at the top. Save for when a half sheet is needed, etc.
	Shop Area:	When a nut or bolt is dropped, pick it up and use. Don't just let it lie to be swept up with trash. Be sure to use all of a lubricant in a can; don't leave excess in can to be thrown away.

LESSON #6

LESSON: Job Trustworthiness

OBJECTIVE: The students will focus on predetermined notions about various occupations as far as being trustworthy.

TIME: Twenty-five minutes

REFERENCE: Students will complete questionnaire and then discuss responses as to "why" they hold that opinion as well as how do they think others view their occupation (program) and why.

TRUSTWORTHINESS OF OCCUPATIONS WORKSHEET

Instructions: In 1971, a study was conducted at the University of Connecticut concerning attitudes toward the trustworthiness of twenty occupations. About 400 persons rated the various occupations according to the following instructions: "In their dealings with the public, can members of this occupation usually be counted on to tell the truth to the best of their knowledge, regardless of the reason? If you think they may deliberately lie or twist or distort the truth, it is not important for this rating what their reasons are." In spite of differences in age, occupations, sex, education, and locale of the raters, the respondents were remarkably similar in their assessments of the trustworthiness of the various occupations.

Below is a list of 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of trustworthiness as the sample of 400 persons did. Place the number *1* by the occupation you think was ranked as the most trusted, place the number *2* by the second most trusted occupation, and so on through the number *15*, which is your estimate of the least trusted of the fifteen occupations.

________ executives of large corporations

________ college professors

________ U.S. Army generals

________ clergymen

________ used car salesmen

________ physicians

________ labor union officials

________ lawyers

________ auto repairmen

________ law enforcement officials

________ judges

________ politicians

________ TV repairmen

________ psychologists

________ TV news reporters

Suggested responses as to reasons for trustworthiness:

A. "Tells it like it is"
B. Is unbiased
C. Is consistent
D. Treats people equally
E. Is honest presentations
F. Does not "pad" bills or expenses
G. Does not use position for advantage
H. Presents opposing views also

LESSON: Teamwork

OBJECTIVE: The student will learn the value of working together with fellow employees.

TIME: Fifteen minutes

REFERENCE:

"Some people won't cooperate because they think they'll be taken advantage of and wind up doing more than their share. Others think someone else might grab the credit for their efforts. A few don't cooperate because they think that other people's work isn't as important as theirs. One excuse is as shortsighted as the other--none of them will help make you or your company a real winner." Yet, the success of any business operation relies on cooperation to get the job done. The repair shop of an auto dealership would be in trouble if the Parts Department wouldn't cooperate in ordering needed parts. The check-writing area of an office would have difficulty writing pay checks if the payroll department would not calculate a worker's hours.

The instructor will then indicate areas of teamwork found within the specific department or program.

LESSON #8

LESSON: Courtesy

OBJECTIVE: The students will strive to be more courteous both with superiors and among themselves.

TIME: Twenty minutes

REFERENCE: "Courtesy on the job can either hinder or help employee relations. So that we can look at those characteristics that others find annoying, each student is asked to make two lists. In one, list those things that classmates do that are annoying. In the other, list those little extras that makes a person especially nice to be around." DO NOT SPECIFY INDIVIDUALS.

Possible Responses:

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Cooperative	Constantly talking
Ambitious	Complaining
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Cheerful	Lazy (not doing share)
Interested in others	Snappy
Calm	Short tempered
Willing	Clowning
Neat	Gossipy
Energetic	Sloppy
Respectful	Hyper
	Shirker

LESSON #9

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TIME: Thirty minutes

REFERENCE: The instructor will indicate strong point about two or three students as examples (i.e. Mary is always friendly; John never cuts down fellow students; ynn is very enthusiastic). Then each student will write each other student's name on a slip of paper along with a positive characteristic about that student. The slips will be collected by the instructor, scanned for possible errors in following directions, then give to student who is being characterized. Students have opportunity to request explanation of comments, however, disclosure is not obligatory.

Some possible characteristics:

1. Neat appearance
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6. Caring
7. Supportive
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10. Stylish
11. Creative
12. Original

LESSON #10

LESSON: Job Confidence

OBJECTIVE: The student will become aware of strong points in a job situation and thereby gain confidence.

TIME: Thirty minutes

REFERENCE: Same as "Self-Confidence" except that instead of personal characteristics, the items will relate directly to job skills and/or competence.

Some possible attributes:

1. Does work neatly
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LESSON #11

LESSON: Employee/Family Responsibility

OBJECTIVE: Students will identify their values relative to family/job responsibility.

TIME: Thirty Minutes

REFERENCE: Situation -- Mary and Tom are married and the parents of two year old Brett. Mary works at the local Health Department as a clin assistant. Tom is a mechanic at a local auto dealership. Brett just down with the chicken pox. Who should stay home and take care of him an why? What other details should be known to make a decision?

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1. If either parent has sick leave allowed to be used for family illness, that parent should stay home. If both are allowed to use sick leave that way, should be divided.
2. If neither parent allowed to use sick leave for such instances, possibly someone should be hired to come into the home, depending on the degree of illness.
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Allow approximately ten minutes for writing then discuss their responses.

Someone who:

Examples - 1. Promotes good company P.R.
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Some possible points to include:

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LESSON #14

LESSON: Customer Impression

OBJECTIVE: The students will learn how employee confidence can influence customer impressions.

TIME: Thirty minutes

REFERENCE: A student will be selected to be a complaining customer. The instructor will play the role of the shy employee, lacking in confidence (allow about two minutes). Replay same scene with instructor demonstrating self-confidence in the situation.

Discuss the following questions:

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REFERENCE: A customer comes in and requests that you replace the carburetor on his car (he is not sure that is what the problem is. In checking, you discover that the carburetor is okay but that the problem is elsewhere -- and cheaper to repair. Discuss possible ways of convincing him that the replacement is unnecessary. Or would you do the job requested even though he would be spending money foolishly. Difference programs may use different situations specific to their program.

Suggested responses:

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Response: Since the car is for work involved transportation only, to use it for personal use is the same as theft from the company. Perhaps the insurance coverage would not even be in effect. By agreeing to go, you would be an accomplice. Better decline the offer. (If he takes the car anyway, you should report the incident).

LESSON: Ethics Decision Making

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TIME: Thirty minutes

REFERENCE: Donna has a chance to go to Chicago for the week end with friends. She has been wanting to go for sometime. However, they plan to leave Friday at 11:00. She could ask for the day off without pay but it may be turned down. On the other hand, she could call in sick — after all, she still has five sick days left. Yet, Friday is the busiest day at the office and one co-worker is on vacation. Donna decides to ask for a half day off and come to work early so that she can leave at 11:00. The boss, impressed with her honesty, grants the request.

Discussion questions:

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3. What should the boss have done if she had chosen to call in sick and the boss found out about the trip to Chicago?

Possible responses:

1. No. Because she was honest and she showed her good faith by coming in early. Sometime the shoe may be on the other foot.
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REFERENCE: "A certain service station has a very good reputation. The owner hires two new mechanics who are noted in the community for their wild driving and general bad behavior. Even though the quality of work does not change business begins to drop. Why?"

Suggested responses:

1. Because of their general bad behavior customers are concerned over possible mistreatment of vehicles.
2. People do not want to associate with the particular employees.
   - (a) Damage reputation
   - (b) Avoid rudeness
   - (c) Lack of confidence in work
3. Etc.

LESSON: Personal Evaluation

OBJECTIVE: The student will judge his own performance.

TIME: Fifteen to thirty Minutes

REFERENCE: Each student will be given an "Employee Evaluation Guidelines" sheet and will evaluate himself (circle the appropriate response). May be followed by classroom discussion about the various categories.

LESSON #20 (continued)

EMPLOYEE EVALUATION GUIDELINES

A. JOB PERFORMANCE

1. Quality of Work - The degree of acceptability of the work performed - accuracy - correctness of work done.
    - a. Makes outstanding contribution - unusually accurate - work results outstanding.
    - b. Does job completely and thoroughly - makes very few errors - work results above average.
    - c. Quality of work equals that expected after normal training and experience - usually accurate - makes only average number of mistakes. Quality of work satisfactory.
    - d. Sometimes inadequate to demands of job ; careless - makes recurrent errors. Quality of work does not measure up to expected standards.
    - e. Careless; needs constant supervision - makes frequent errors - work not satisfactory.

2. Volume of Work - productivity - the amount of work done.
    - a. Consistently a top performer - superior work production.
    - b. Very favorable - very industrious; does more than is required.
    - c. Completes assignments in time expected - volume of work is satisfactory.
    - d. Low productivity - does not meet minimum standards.
    - e. Needs constant prodding - does not do enough work to justify employment.

3. Ability to follow directions - instructions - ability of employee to proceed independently with his work after being instructed what is expected - dependability.
    - a. Follows established procedures with follow-up necessary - is an accurate worker when he knows what is expected.
    - b. Follows established procedures with some follow-up necessary - employee proceeds with work independently, but supervisor recognizes the need to check up on work results occasionally.
    - c. Needs some supervision with little follow-up - employee needs supervision, but work performance is normally satisfactory.
    - d. Needs supervision and follow-up - must be supervised and checked more than average.
    - e. Requires excessive supervision and excessive follow-up - requires an excessive amount of supervisor's time to see that employee knows what to do and does it adequately. Slow to catch on - unreliable.

4. The acceptance of responsibility (pressure, initiative, judgment) - willingness and ability of employee to accept the consequences of his own actions and decisions resulting from his job performance.

- a. Responsible: independent performer - uses own judgment and makes decisions wisely. Seeks out situations requiring use of independent judgment.
- b. Occasionally seeks added responsibility - sometimes seeks situations in which he must exercise independent judgment.
- c. Generally accepts and discharges adequately - exercises an average amount of initiative required in his job, but does not look for added responsibilities.
- d. Reluctant; half-hearted attempt - does not assume as much responsibility as required in his job.
- e. Avoid; irresponsible - goes out of his way to escape responsibility - does not use good judgment in necessary decisions.

5. Effective use of time, equipment and supplies (resourcefulness, ability to organize) - effectiveness of planning and executing job duties.

   - a. Superior in organizing; significant results - work results within his responsibility are excellent due to his superior planning and organizing.
   - b. Plans skillfully; handles unusual situations well - plans well with effective results.
   - c. Acceptable performance - plans and carries out plan satisfactorily, but does not demonstrate above average resourcefulness.
   - d. Difficulty in determining priority of duties - work performance below average because he does not plan and use his time as well as necessary.
   - e. Ineffective - poor planning results in unsatisfactory work performance.

B. INDIVIDUAL FITNESS

1. Personal grooming (hygiene, appearances, appropriateness of dress) - cleanliness and judgment in dress for work performed.

   - a. Exercises extreme care in grooming and dress - unusually well groomed; very neat; excellent judgment in dressing appropriately for his job.
   - b. Usual standards of grooming are high - careful about personal appearance; good taste in dress.
   - c. Acceptable - generally neat and clean; satisfactory personal appearance.
   - d. Occasionally needs to be reminded - sometimes untidy and careless about personal appearance.
   - e. Fails to consider others - blunt, discourteous, antagonistic - creates ill will.